

July Birthdays

A very happy birthday to Mia, Jayce, Zachariyah, Amaru, Ihsaan, Esme & Omari



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 2024

We had a fabulous graduation ceremony and party for all the school leavers on Monday 15th July 2024. 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 that were leaving. The speech highlighted the children's strengths and the leavers were praised for the progress and development they made over the years. They have become such talented, independent, and confident individuals!

Each child was 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 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 into learning 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 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 2024



Thanks a million

Thank you to all our parents and carers for your continued and invaluable support over the years.

You have all been amazing, thank you for working in partnership with the nursery and attending all our events.

Wishing you all the best!

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 have been with us since you were 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.

The children that are graduating today from the nursery have made great progress from the time they first started nursery after the pandemic. For the parents who went through the pandemic with their newborns, some children were hugely impacted with a high number of children with social difficulties, language delay, and additional support needed to help these children and some parents requiring emotional and mental support. We are pleased with the outcome and proud to say their children are now confident, and resilient and outshine the rest of the children who have previously left this nursery and there has been a huge effort put into these children with the support of our staff team and you as parents.

You have all been active explorers and used your creative thinking in your play and learning. You have developed further independent skills and social lifelong skills.

The effort and love given to you by your staff in your room and across the whole nursery, from Charnelle, Laiqa, Mahfuz, Akki, Tahalia, Mariam, Shamima, and from our Brook site Peri, Faiza and Janet 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 18 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.

(Ref: Hafiza Bhaiyat, 15th July 2024 @ Rooftop Nursery Ottaway Street)



Cake time!

We would like to say a big thankyou to Henry's mum for making us our fabulous cake for graduation, it looked and tasted amazing.

Mr Squash



GO FOR IT!





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, we are going to miss all the children and wish you all the best in your new journey.

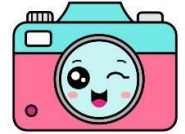


Our graduating staff member

We are proud to update parents on a few of our staff members who have completed their **Level 3 childcare** course. Congratulations Charnelle, Mahfuz, and Faiza, and a special award to Shamima for her dedication and service to Rooftop over the past 18 years. Well done everyone.



Our annual photo shoot



Sunshine Room

Friendships

As we have children transitioning over from Brook, we prepared fun activities for the babies to participate in that can help form friendship bonds and a sense of comfort to support Brook's children to feel welcome and settled into the nursery. These activities included playing with parachutes, creating a friendship tree, sensory play, and water play, which was a great way of promoting **making relationships/bonds, turn-taking, sharing, being creative and sharing interests with their peers.**

Personal, Social, and Emotional Development: Making Relationships

Making Friendship Tree

The first activity Sunshine Room carried out introduced the theme which was making our friendship tree.



The practitioner set up this activity using a large piece of paper which had a drawing of a tree, green paint, and brushes. The practitioner introduced the activity to the babies by explaining and demonstrating how they would form their handprints. The practitioner incorporated the welcoming song where the children waved their hands to say hello to link to this activity, the practitioner sang the "Hello how are you" song to help the children become familiar with each other



and learn their names during the activity. Whilst singing the song we were able to observe many **interactions between the children** such as waving their hands and smiling at each other which was nice to see. For example, Tai and Solomon were waving at everyone at the table as they were **participating in finger and action rhymes, songs, and games, imitating the movements and anticipating actions.**

The practitioner supported the children by painting their hands and pressing them onto the paper to make the handprints. Sa'ad, Zachariah, Esme, Alfie, Salma, and Syra all happily allowed the practitioner to apply the paint on their hands, feeling the texture on their hands and creating their handprints. We had Syra who was able to **mirror and improvise actions she had observed** from the practitioner and independently placed her hand on the paper to create the print. All the babies needed help with the activity, but they all enjoyed it and were able to interact with each other, forming bonds while making a beautiful art piece together.



Expressive Art and Design - Sensory play with jelly

As sensory play is one of the babies' interests, we used this to get the babies together as they would **play alongside** each other and support them in sharing **their interests.** Sunshine Room participated in a sensory activity that involved jelly with sea animals, pots, and spoons. The practitioner put the tray in the middle of the room so all the children could have access and take part in the activity.



There was green jelly poured into the water tray with some sea animals such as octopus, jellyfish, and squids. The practitioner encouraged the children to touch and squeeze the jelly, supporting their **fine and gross motor skills.** Tai, Alfred, and Solomon liked the jelly as they were squeezing it. Solomon repeated the word "jelly" **frequently imitating words,** he was excited to play with the jelly as he liked the texture and used gestures to express his excitement such as smiling, giggling, and showing the practitioner nearby what he was doing. Salah and Sa'ad liked this activity as they scooped the jelly into the pots and put the sea animals in and out of the jelly as they **watched, followed, and imitated each other in their play and experimented with influencing others.**



Syra was engrossed in this activity as she scooped the sea animals and the jelly using her hands to grasp and **enjoy the sensory experience of different textures.** Furthermore, Esme was keen to get involved, as she pulled herself up to a standing position and reached the water tray. She reached into the jelly using both hands and started feeling the texture of the jelly by patting the jelly and squeezing it with her fingers first. Esme was overjoyed with this experience as she expressed her



excitement by smiling and squealing at her peers and the practitioner by **drawing others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs**. Overall, the children had a great time during this activity as jelly is one of their interests and it also brought the children closer together as they participated in something they collectively enjoyed. As a follow-on activity, we continued their interest by using the sea life animals set out on the creative table and the babies enjoyed other messy play activities during the week.

Summer Season

Children's interest / Farm animals

The babies participated in a farm animal theme as they showed interest in the animal toys and books that had been set out for them. They participated in a range of activities that were farm animal-related such as water play, painting, messy play, and tactile play. This helped to promote children's understanding of the world, creativity, language, and gross motor skills.



Making pigs

Expressive Art and Design/creating with materials & CL/Speaking

To begin the activity the practitioner sang 'Old McDonald's farm' nursery rhyme to the children which was a simple and fun way of linking the theme to the children's understanding. While singing the song the practitioner asked the babies about the animals they would like to sing. When the practitioner asked Tai, he replied "Chicken", **beginning to talk about people and things that are not present**. He watched the practitioner do the dance by mimicking the chicken wings and Tai tried to follow by using both of his arms and flapping them up and down. Once the song finished Tai replied by clapping his hands and saying "yayyy" with a big smile, **being able to express himself**



through physical actions and sounds. The practitioner continued to sing the song and named the pig linking it with the activity they were about to carry out and emphasised the sound and colour of the pig.

During the painting activity, we had Tai, Syra, Sa'ad, and Esme reach out for the paint but once the practitioner encouraged him and made the activity more exciting, he started to independently paint his paper plate by reaching for the paintbrush using his right-hand making left to right movements, then up and down strokes to paint. Syra also participated in the activity. During the preparation of the activity she was already pointing at the cup with the paint reaching out and making noise indicating that she would like to use the paint that the practitioner was holding. Syra **enjoyed the sensory experience of making marks in food, damp sand, water, mud, paste or paint**. Once it was her turn during the activity, she independently dipped her brush in the paint pot and started painting her paper using different strokes; up and down and left and right, she also used her hands to scatter the paint on her paper, **distinguishing between the different marks made**. Sa'ad was showing



excitement in the activity while waiting for his turn. He reached out for the paint and made some exciting noises and once it was his turn he dipped his brush and scattered it to his paper by swiping his brush left and right. This painting activity allowed the babies to enhance their creative thinking skills, make marks, and develop their fine motor skills.

Playdough with animals

Physical Development/moving and handling

Playdough is a great fun sensory activity to explore and be creative with, so Sunshine Room children made their dough from scratch, and we used the animal stencils to cut out their favourite animal shapes. Sunshine room babies [enjoy the sensory experience of making marks in damp sand, paste, or paint.](#)



During the activity, both Tai and Alfie showed interest as they stood from their seats and started pointing while making noise at the materials that the practitioner used to make the playdough. The first instruction the babies were given was to put the cup of flour in the bowl, Tai did it at first, the practitioner had to show him how to pour it in and gave him another turn. Once he knew what to do, he tipped his right hand to hold the cup and poured it into the bowl. Alfie was able to observe his peers do it first so when it came to his turn, he held the cup independently and poured it into the bowl with no help or demonstration, [mirroring and improvising actions he had observed.](#)

At first, Esme and Salma were unsure of what to do so the practitioner had to guide them to hold the cup and put the flour in the bowl, once she had done that Salma held the empty cup and started to use it to mix the flour inside the bowl. Salah was able to pour flour into the bowl with the help of the practitioner beside him. Then all the babies watched the practitioner closely as they poured the wet mixture (water and oil). Once the playdough was made the practitioner shared it with them. Alfie started stretching and breaking the play dough into pieces using both of his hands, [exploring objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.](#) Tai rolled his playdough as much as he could and started to pound it with the palm of his hand, beginning [to understand and choose different ways of moving.](#)

Salma was playing with it by squashing it with her hand and patting it with her palm. She tried to use the animal cutter by patting it, but it wasn't patted hard enough to form a shape in her dough, so the practitioner supported her to achieve a result.

This activity allowed the children to feel different textures whilst enhancing their development such as their fine motor skills as they poked and squeezed the playdough, and they were able to understand simple instructions.

Summer extended

Summer

Sunshine Room children participated in an activity related to our current season, Summer. The children had loads of fun participating in activities and play that were related to summer such as messy play, sand play, sunshine painting, popsicle glueing and sticking, and sensory play. We used summer books and set up a beach interest table as well as a yellow interest table. The babies were able to learn about the season and develop their creativity using materials and build on their physical gross and fine motor development.



Painting a Sun: Physical Development/moving and handling



We introduced the theme of 'Summer' to teach the children about this season. The activity was painting a sun where the children could explore the texture of the paint and also learn about the colour yellow and link this to the sun. The children were excited to participate in this activity as they enjoyed the sensory experience of painting.



Before the children began the activity, they were shown a picture of the sun and the practitioner talked about the colour, she explained to the children that it is high in the sky and the sun is really hot that's why its hotter in summer and we have to use sun hats and sun cream to protect ourselves. Once the children were ready to start painting the practitioners gave each child a paintbrush. Sa'ad and Salad independently dipped their paintbrush into the yellow paint and formed strokes on their paper, the children were able to **mirror and improvise actions they observed**. Syra required some support to spread the paint around her paper to create lines around the sun. Salma and Esme showed interest in dipping the paint into the pot since the paint was dripping and it made a nice sound, they used their right hand during the activity **showing preference for the dominant hand**. Mae used her gross motor skills to move the paintbrush around her paper.

Overall, the children enjoyed this activity as they **enjoyed the sensory experience of making marks in damp paste or paint**. This also enhanced their gross motor skills by gripping the brush to make random marks on paper and they were able to **make connections between the movement and marks they made**, and by pointing and repeating the word "sun" repeatedly, they practised their communication and language skills.



Seaside sensory bin: **Personal Social and Emotional Development: making relationships**

During the activity, the practitioner used a wide range of vocabulary to introduce new verbs, nouns, and adjectives as the babies explored the beach sensory bin setup.

In the tray, we had shells, sea life, people figure, and sand. This allowed the practitioner to initiate a conversation about family members and recall their memories about such holidays that they may have experienced, and this supports their personal, social,

and emotional development. Esme and Salma were able to show interest right away, as soon as the practitioner pulled out the sand tray, they immediately put their hands in and started exploring the sand by feeling it first. They played with the sand, Esme and Salma happily **played alongside each other and** started to explore the contents of the tray further. Esme took the spoon with her right hand using her palmer grip and started to scoop the sand lifting it in the air and pouring the sand out, she repeated that until she put the spoon down and started to use it to tap and sway the spoon around to move the sand to different places. Sa'ad and Salah were also interested in the activity as when they saw their peers playing together, they were curious and joined in. The babies were able to **draw others into social interaction through calling, crying babbling, smiling, laughing, and moving their bodies and limbs**. Sa'ad took the seashell and started to play with it by exploring it first and feeling it with both of his hands. The practitioner showed him that he could use that shell to scoop the sand so then Sa'ad started to imitate the practitioner's play. Salah played with the whales by using his hands to explore, looking at them closely, and mouthing them.

At the end of the activity, both Saad and Salah danced by bopping up and down and laughing in excitement, **building relationships with special people, and seeking and sharing their interests**. Syra was happy to observe her peers playing with the sand tray.



Summer continued

Summer continued

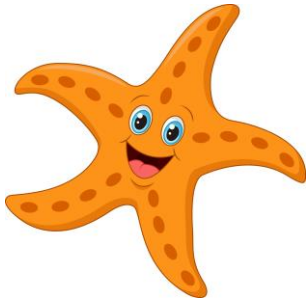
Sunshine Room continued the theme of Summer for a second week, and we focused more on the food and fruits that we usually have in the summer such as ice cream, smoothies, squash, lemonade, and watermelon. The babies participated in a range of fun activities with our summer theme as



they were able to enhance their development such as their fine motor skills, listening, and speaking, and had the opportunity to taste a variety of fruits. The babies enjoyed making watermelon juice which we then froze and explored as ice cubes. They took part in exploring the orange and lemon station and created colourful playdough to role play as ice cream and following on from that we had a sensory pom pom ice cream scoop activity.

Printing a starfish:

Expressive Art and Design/creating with materials



Sunshine room babies participated in an arts and crafts activity to paint a starfish, to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression. The practitioner showed the babies a prop of a starfish for the children to

develop an understanding of what the starfish looks like. The prop was placed in the middle of the table so the babies could see, take turns and reach it to feel the texture which also encouraged language.



Salah, Tai, and Sa'ad showed interest in the prop and took it from the middle of the table, feeling the textured body of the starfish. Solomon and Esme also took part in the activity. The babies were then given a plain piece of paper, orange paint and a piece of bubble wrap. They were encouraged to paint the bubble wrap with a paintbrush using their palmer grip, then they were supported in printing it on the paper and shown how to lift it off to reveal the starfish-like pattern on their paper. By pointing out the small circle prints which resembled the bumps on the starfish body the babies noticed their marks, becoming interested in the transformative effect of their action on materials.



Solomon, Tai, Sa'ad, Salah, and Esme liked this activity as arts and crafts are their interest. They repeatedly painted the bubble wrap and enjoyed tapping it down each time on their paper and some even repeated the word "starfish", using single words.

Overall, this was a great activity for the children to learn about sea animals, particularly starfish, enhancing their curiosity, creative skills, and hand-and-eye coordination.

Watermelon ice cubes: Understanding the World & Communication and Language/Speaking

Another exciting activity the Sunshine Room babies were introduced to was exploring a fresh watermelon and the babies were interested and excited to participate in this sensory activity. The practitioner used half a watermelon for this activity, they were encouraged to smell and feel the texture. The babies were able to use pointing with eye gaze,



and their fingers or hands, to make requests and to share an interest during the activity. The practitioner described the melon and labelled the colours they could see, we also noticed the seeds inside; Solomon and Tai repeated *seed, melon, and red* imitating words and sounds after the practitioner.

Next, the babies were supported in scooping out the watermelon and we placed most of it in a jug ready for blending. The babies observed the watermelon being swirled into the blender to make juice which they all got to have a little taste of. Solomon was very pleased as he smiled and repeatedly said “juice” as he sipped on it, using different types of everyday words.

Then the practitioner demonstrated pouring them into the ice cube mould ready for freezing to challenge their curiosity and interest to explore new and familiar experiences, which we used the next day for the follow-on activity.

Solomon, Tai, Alfie and Noah participated in the activity; they used the watermelon ice cubes in the water tray. They were given a watermelon ice cube in their hand to add to the water tray. Tai, Noah, Alfie, and Solomon enjoyed playing with the watermelon ice in the water as they smiled, babbled and engaged for some time. Tai and Noah scooped the water and poured it out with the pots. Alfie gradually joined in with the activity and felt the ice cubes, he scooped and poured the water into the tray. Then he looked at the watermelon ice cubes, squeezed them and watched the ice cube melt in his hand.



Overall, the babies enjoyed playing with the watermelon ice cubes which was a great opportunity for them to use their senses and explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, and poking.

Bonus classes

Yoga

Physical development – Moving and handling

Sunshine Room children have continued with the weekly session of yoga, we aim to support their physical and mental development and provide the opportunity to bring a form of calm to their busy day. Yoga also helps their motor development by encouraging balance, coordination, and body awareness, along with improving their flexibility and strength. The practitioner gathered the baby's attention by singing "Let's make a circle". Tai, Esme, and Solomon showed interest and engaged with the practitioner smiling and sitting nearby,



concentrating intently on an object or activity of their choosing for short periods. Esme was snuggling into the practitioner seeking attention and comfort, she was tickled, and she laughed seeking more, enjoying laughing and being playful with others. Then Tai wanted to be tickled as he lay down and laughed looking for attention, the practitioner also tickled him, and he laughed kicking his legs. Tai remained lying on his back kicking and stretching his legs during the rest of the Yoga session.

The practitioner played some mindful music, gave some simple instructions and demonstrated what the babies needed to do, she stretched her arms out and up, and Solomon imitated straight away standing straight he reached his arms up. Next, we did a bridge pose and Solomon said "Bridge". Then we did a star pose by placing arms and legs out wide and Solomon was able to imitate the action and hold his pose, he said "Star", using single words. Alfie took part by balancing on his hands and feet in a bridge pose. Sa'ad and Salah were encouraged to join in, and they came near to observe, laughed, smiled, and then went off again.

With adult support Esme and Zachariah did leg stretches whilst lying on their back the practitioner held their legs and moved them up, down, and side to side. Esme was smiling and rolling on her side then rolling back. She was screaming with excitement at her peers who were lying down, and sought to snuggle into them too, expressing herself through physical actions and sound.

The children followed the practitioner's lead as they imitated her actions, such as pointing to their eyes, nose, ears, mouth, and knees and putting hands on their heads as they enjoyed finding their nose, eyes or tummy as part of an interactive game. Solomon was able to imitate every action correctly showing he is able to mirror and improvise actions he has observed. Lastly, the practitioner demonstrated breathing in and out whilst in a sitting position with her hands on her knees and supported the babies to do so too.

During these yoga sessions, the babies have a moment to relax and take part in some simple mindfulness while enhancing their learning by imitating the actions of their peers and practitioners, understanding the words and concepts, and further developing their gross motor skills/movements.



Rainbow Room

During the first week of July, Rainbow Room children engaged in physical games like egg and spoon races, bucket and bean bag toss, obstacle courses, sack races, and many more. These activities are fantastic for children as they improve **coordination, balance, and motor skills**. They also teach important values such as **teamwork and the importance of following rules**. Through these games, children interact **socially, develop problem-solving abilities**, and gain confidence by participating in friendly competitions and celebrating their achievements together. These activities play a crucial role in a child's overall development.

Physical Development - Moving and handling

Egg and Spoon race

To enhance children's hand-eye coordination, balance, and ability to follow instructions, the children engaged in an egg and spoon race. The **children began to understand and choose different ways of moving**. Nell, Lia, Selim, and Elyas participated. The activity required them to pick up a spoon, place an egg on it, and carry the egg across a designated area without dropping it. Initially, the practitioner demonstrated the game, and on their first attempt, the children ran quickly from one end to the other, causing many to drop their eggs. After a second demonstration emphasising steadiness and walking at a measured pace, the children were able to follow the instructions. Nell finished first, Selim second, and Lia third. Elyas initially dropped his egg but picked it up and completed the course with his peers. Some children were upset that they didn't win but were reassured that they could have another go.



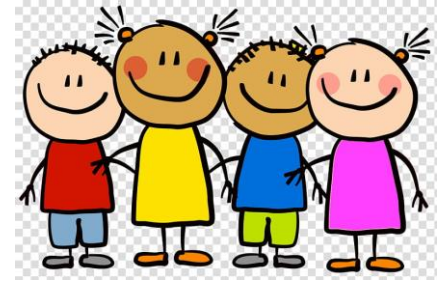
Communication and Language - Understanding - Bucket and Bean Bag

Jayce and Lia took part in a bucket and bean bag activity. The practitioner first demonstrated how to throw the bean bag into the bucket. Jayce then said, "Jayce do it," and added, "Ready, steady, go!" **using his hand-eye coordination**, he threw the beanbag with his right hand, saying, "I missed," after the first attempt. He tried again three times, and on the last attempt, he managed to get the beanbag into the bucket. Excitedly, he jumped up and said, "I did it!" with a sense of pride and joy on his face. Lia carefully watched Jayce and remembered his actions. Using her motor skills, Lia then threw the beanbag with her left hand but missed on her first try. She asked for help, then moved closer to the bucket, threw the beanbag again, and succeeded. Proudly, she looked at the practitioner and said, "I did it." The children **responded to instructions with more elements when completing the activity**. The rest of the children watched their peers excitedly, cheering and clapping for them.



Expressive Art and Design - Friendship

We had a theme of celebrating friendships. The children from Brook were welcomed to the Otto Branch. To welcome and support the children to settle in, they engaged in activities including circle time, friendship bracelets, friendship tree painting, matching board games, and musical chairs. Through these engaging activities, the children learn valuable skills such as bonding with their peers, cooperating in group settings, expressing creativity through art, and practising turn-taking and sharing. These experiences help develop strong bonds and a deep sense of belonging.



Physical Development

Moving and Handling - Making Bracelets

The children participated in a fun activity where they made bracelets using pasta and string. This activity not only helped support children to build their fine motor skills which is part of early literacy skills, but also helped support building their self-confidence through the achievement of being able to accomplish a task.

The children who took part in this activity were Lia, Selim, Nell, Jayce, and Siena. The practitioner called them over by asking, "Who wants to make a bracelet?" Lia and Siena responded enthusiastically, saying, "Yes, bracelets!" Lia pointed to the string and said, "I want the yellow one." She used her right hand to pick up the yellow string and then reached into the pasta bowl and pulled out a piece of pasta with her index finger and thumb. Lia held the string with her left hand and started to feed the pasta onto it demonstrating the ability to [manipulate a range of tools and equipment on one hand](#).

When she successfully threaded one piece of pasta onto the string, she called out to the practitioner, saying, "I did it!" Lia continued to add more pasta to her string. After finishing, she tried to tie the bracelet around her wrist. She attempted this three times but was unable to do it, so she asked the practitioner, "Can you help me?" Meanwhile, Leo spent about five minutes working on his bracelet at the arts and crafts table. The practitioner helped him hold the string while he threaded the pasta. Leo excitedly looked at the practitioner and exclaimed, "Yes, I did it!" When he finished making it, he then placed it on the drying rack.



Communication and Language - Friendship Tree



The children participated in a "Friendship Tree" painting activity. They were given three different colours of paint, paintbrushes, and an outline of a tree to use. Leo picked up his paintbrush with his left hand using a palmar grip. He dipped the brush into the blue paint and began forming strokes on his paper. He then dipped the brush into the green and brown paint, the practitioner asked the children, "What happens when you mix two different colours?" She explained how the colours change and supported the children to experiment with this together.

After finishing his painting, he applied some paint to his hand, exploring its sensory texture. Elyas dipped his brush into the brown paint and applied it to his canvas. He used his fine motor skills to make strokes while holding the cup of paint in his left hand and painting with his right hand. Nell independently put on her apron and then took a paintbrush. She dipped the brush into the paint and explored with all three colours, making horizontal strokes on her paper. She used her tripod grip and spent a long period painting.

Siena watched her peers painting and asked the practitioner, "Can I paint?", the practitioner asked Siena to put her apron on to begin with, and Siena responded to the instructions promptly. Siena independently put on the apron and approached her painting station. She pointed to a pot of paint that was far away and said, "I want some of that brown paint, put some on this side." The practitioner asked, "What are you painting?" Siena replied, "I'm painting, do you like it?" As she finished, she showed her painting to the practitioner and said, "I'm finished." All the children were deeply engrossed in this activity.



Personal Social and Emotional Development - Making Relationships Doughnut Friends

As we have had some of our new friends from our Brook site transition over to the Ottaway site, we have been focusing on activities to support the children along with building friendships. One of the activities prepared was called 'Doughnut Friends'.

The goal of the activity was to encourage creativity and strengthen their bonds as they settled into their new surroundings.

Siena, Selim, Lia, Nell, Brinelle, and Leo gathered around a table, each with a doughnut-shaped paper cut out. Each child



took a spreader and began applying glue to their paper doughnut, developing their fine motor skills. The children enjoyed playing alone, alongside, and with others, inviting others to play and attempting to join other's play.

Selim picked up his doughnut and playfully peered through the hole, greeting his friend with a cheerful "hello." The children used feathers, tissue paper, and gems to stick down onto their doughnut-shaped paper. Selim held his spreader with a tripod grip in his right hand, swirling glue around the doughnut. While attaching feathers, he spotted stickers and carefully peeled one off, adding it to his creation. Nell spread glue across her paper, accidentally getting some on her hand, she paused to clean her hand before continuing. Siena creatively added feathers and colourful shredded paper to her doughnut. Lia observed her friends closely before adding glitter to her creation, eagerly showing the finished work to her peers and the practitioner. Leo concentrated on using stickers, demonstrating his hand-eye coordination. Using her fine motor skills, Brinelle applied glue and skilfully added glitter, flowers, and feathers to her artwork. All the children were delighted with their creatively decorated doughnuts. Meanwhile, the other children happily played with the available toys and materials.



Sea life

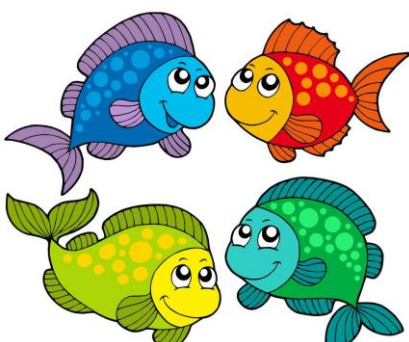
The children showed a keen interest in Sea life, leading to a theme centred around fish. Activities included rescuing fish from shallow water and creating fish using various resources like tissue paper, glitter, and gems. The theme extended to multiple engaging activities, all designed to deepen the children's exploration and understanding of sea life. These activities not only stimulated their creativity but also enhanced their fine motor skills and sensory experiences.



Expressive arts and design creation with materials

Decorating fishes

The children had fun creating their sea animals. They were provided with sequins, glue, glue spreaders, glitter, and feathers. The practitioner called the children over by saying, "Who wants to make a fish?" Nell, Lia, Sophia, and Jayce all came to the table and said, "Me!" Leo was interested in the stickers. He was peeling them off the white paper with his thumb and index finger. He then stuck multiple stickers on his paper and said, "Look scary fly!" Selim and Jayce were engrossed in the activity. They spent ten minutes at the activity table trying out all the different resources.



Sophia came to the table and picked up each of the sea animals. She then pointed to the practitioner, who named all the sea animals. The practitioner asked her, "Do you want to make a fish?" Sophia nodded her head. She picked up the glue and dipped it into the pot using her right hand. She then spread the glue onto her paper with her index finger and thumb and picked up a feather, which she placed onto her fish. Next, she picked up a large piece of tissue paper and used both her hands to tear it apart. While tearing the paper, she said, "Blue paper," and placed it onto her fish. After she finished decorating her fish, she placed it on the drying rack. **All the children happily enjoyed the activity, using their hand-eye coordination and their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.** The other children were engaged in different play activities set up for them.



Communication and Language-Listening and Attention - Handprint Fishes

The children took part in making handprint fish with paint. Mikyle, Jasper, Mia, Nell, Lia, and Elyas enthusiastically participated in this creative activity. The practitioner engaged them by showing props of various sea animals and asking if they knew what they were called. The children, especially Mia, could name the sea animals, except for the seahorse, which the practitioner introduced.

Each child was given a piece of paper, and the practitioner painted the inside of their hands. They then stamped their hands onto the paper to create the fish. All the children were happy to have their hands painted and showed interest in feeling the texture of the paint. They **listened to others in one-to-one or small groups, particularly when the conversation interests them as the practitioner guided them through the activity.** After the paint dried, the practitioner added glitter and eyes to complete the fish.

This activity enabled the children to enhance their creativity and imagination. They were supported to follow simple instructions and wait patiently for their turn.



Emotions

As we have had some new children from the Brook site settle into the nursery, we focused on a theme of emotions and sounds in line with their interests and needs. We did 'Dancing Rice', an activity using vibrations to make rice move, and carried out a 'Tube of Emotions', which used different sounds to represent feelings. The children also created paper plate emotion masks to express various emotions and had a Box of



Feelings session. These activities helped children learn to identify and express their emotions, recognise other's feelings, and enhance their sensory awareness, creating a nurturing and understanding environment and relationships between the children.

Personal, Social and Emotional Development-Sense of Self - Dancing Rice

The children took part in an experiment where they were provided with rice, baking soda, and vinegar. The children gathered around the table and waited patiently for the activity to commence. The practitioner asked, "Who wants to do an activity?" Jasper, Leo, Siena, Sophia, and Lia all said, "Me!" They then all sat down on their chairs. Lia asked the practitioner, "What are you doing?" The practitioner explained that they would be doing an experiment. Nell repeated after the practitioner, "Experiment." The practitioner then started to add one tablespoon of baking soda. Leo asked, "What's that?" and then repeated after the practitioner, "Soda." After the practitioner added vinegar, Leo watched the water bubble and said, "Spicy," as he dipped his index finger in the water.

As the children observed and felt the rice in their hands, they engaged their sensory skills, [showing their confidence and self-esteem through taking risks and trying new things or new social situations, and being able to express their needs and ask adults for help](#). Siena picked up grains that were on the table and said, "You can't eat this rice." Sophia watched the practitioner, then later put rice grains on the table and tried to make horizontal marks. All the children use their observational skills and their fine motor skills throughout the activity.

Understanding The World- The World- Emotion Experiment

The children took part in another experiment to explore emotions. We added different facial expressions to toilet rolls so that the children could name each emotion. We also linked colours to each emotion, like red for anger and yellow for happy. To further spark their interest, we used volcanic experiments with each emotion.

As the practitioner set up the table, Mia and Lia asked, "What are you doing?" Mia then picked up one of the toilet rolls and said, "Happy face," smiling as she showed the practitioner. The practitioner introduced them to the different ingredients: vinegar, water, baking soda, and food colouring. While the practitioner took a spoon, Mia asked, "What's that?" She then repeated after the practitioner, "Vinegar." The children smelled the vinegar. Leo smelled the vinegar and said, "Ummm, yummy!"

After the children smelled the vinegar, the practitioner added baking soda, food colouring, and water to the toilet roll. [The practitioner talked about why things happen and how things work, explaining the reactions they were observing](#). The children watched in amazement as bubbles overflowed from the tube, all exclaiming, "Wow, bubbles!"

The activity encouraged hands-on learning and sparked their imagination and curiosity.



Star Room

Literacy

Developing early literacy is a fundamental skill for all children, as literacy experiences enhance cognitive abilities by stimulating brain development, and **fostering critical thinking, problem-solving, and memory skills**. Through stories, it gives children an opportunity to learn about **emotions, relationships, and navigating social situations which empowers their social and emotional development** and in time readiness for school. Star room children focused on letters and sounds during story and phonics sessions, creating letter formations, we also incorporated messy play using foam and letters which is a great letter recognition game to inspire and motivate the children. The activity was great fun for the children as they took turns to find the hidden letter in the foam and sound it out.



Literacy – Reading - Making a letter tree

Our week started by making a “Letter Tree”, during this activity the aim was for the children to work together, taking turns and speaking about different letters in the alphabet and what letters they recognise, helping with their literacy skills. The children were asked to paint a picture of a tree using green and brown paint. Well done to Juliet, East, Marley, Theodore, and Blue-Jean who showed the most interest, and involvement and were busy painting the trunk, branches, small twigs, and leaves. This activity provided the children with multiple benefits such as supporting their **fine motor skills** when they held the brushes to make strokes, using their hand muscles as they painted, and also helping the children **bond and make social connections**. As the children were experimenting with the paints, they were **learning more about cause and effect and simple volumes such as more and less** while painting their tree as too much paint could rip the paper. Juliet and East showed good effort, and dedication and developing their ability to **use the tools more purposely** to add more **small details** to their painting.

Moving forward, once the children had completed the picture of the tree, each of them took a piece of paper that had some letters written on it that they were familiar with, sounded it out, and then stuck it on the tree. For example, Marley recognised the first letter of her name and said, “This is M for my name”, she picked it **up using her dominant hand** and stuck it to her side of the tree.

The practitioner used these opportunities to make the session more exciting by asking each child to hold up the letters and encouraging the children to sound them out. Theodore held up his piece of paper and shouted out “That’s the letter T for my name”.



Expressive Art and Design – Being imaginative and expressive / Letter Foam Messy play

Following on from our Letter Tree activity we carried out another super exciting activity, *Letter Hunt in Foam*, which engrossed the children further into the topic. It was amazing to see the children showing a **can-do attitude** and involvement as they explored the foam and felt the texture, they described what it felt like on their hands, and looked for the hidden treasures, that is, the letters. For this session, Alaia, Blue-Jean, Juliet, Theodore, Juwairiya, and Zephaniah took part.

Alaia said “Wow, it’s so soft and foamy” Then Theodore listened and responded saying “I can make a snowman, a very big snowman” as he is **using more language to imagine and recreate roles and experiences in play situations**. Juliet was very keen to explore the foam, as she ran to the tuff tray and picked up the foam with both hands, tried to gently roll it into a ball, and then passed it from one hand to the other, Juliet then began to clap her hands and noticed the foam collapsed and said, “Oh it’s gone”.



Juwairiya was able to **maintain her focus** as she used her **social skills to seek support from her peers**. For example, while carefully observing the tuff spot, she found a letter and said, “I found this letter”, she then gave the letter to her peer. Alaia said, “That is the letter A”, The practitioner then used **open-ended questions** and asked the children to think and name things that started with the letter A. Star room children all **took turns, listed to others in small groups** as they named a few things that started with the letter A. For example, Theodore said “Apple”.

The children sounded the letter and were asked to look for more letters. Blue Jean used her finger to write her name on the tuff spot and said “I wrote my name” as she **enjoyed drawing and writing on the tuff tray feeling the different textures**. Zephaniah enjoyed the sensory exploration of the foam, feeling the texture with a smile and joy on his face. By the end of the session, some children were easily able to recognise several letters and words and had fun playing and bonding.

Summer

Star Room children have taken part in summer activities with opportunities to learn and develop social skills, and new educational and social experiences where children can freely and organically practise these new skills. The children took part in activities such as obstacle courses, making ice creams, planting, decorating suns and many more.



Physical Development- Moving and Handling - Obstacle Course

Star Room children took part in an obstacle course which supported the children's moving and handling skills as they used different parts of their body to get through obstacles by running, crawling and climbing. The children also practised their listening skills by following instructions and taking turns.



To begin, all the children were asked to go through the first tunnel, then the second, and come out through the climbing frame underneath, they moved on to balancing on the stepping stones, followed by climbing onto the slide, demonstrating their ability to **climb and move across climbing equipment using alternate feet**. As soon as they went down the slide, they threw the bean bags into one of the buckets.

The children who took part in the activity were Marley, Blue Jean, Juwairiyah, Leo K and Maya. Juwairiyah went first, she showed her climbing skills and good coordination skills as she threw the beanbag inside the bucket, showing she could **grasp and release with two hands to throw and catch a beanbag**. Leo K and Marley were both confident in their climbing skills and getting through obstacles. Leo Killington got the beanbag into the bucket on his first attempt and Blue Jean took 4 goes to get the beanbag inside the bucket. Blue Jean managed to get the bean bag inside the bucket 2 times and showed her willingness to do more throwing. The overall activity went well, and the children enjoyed themselves. They were able to **run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles**



Understanding The World - Planting

A small group of children took part in a planting activity outside. The children were provided with resources such as a tray with soil, a watering can, plant pots, wooden sticks, and three different seeds. All the children were given their pots which were labelled, and then given a choice of what they wanted to plant, **showing care and concern for living things and the environment**.



The practitioner first went through the process and talked about what plants need to be able to grow and they talked about different flowers they have seen.

Alaia and Blue Jean mentioned sunlight and water is needed for plants to grow. The children placed some soil into their pots and then poured their chosen seeds. Blue-Jean, Omari, and Maya wanted to plant Calendula, and they **talked about plants and flowers they had observed**. The practitioner mentioned that it's a wildflower and you can see them in Hackney Downs Park. Adam and Alaia planted basil and Juwairiyah wanted to plant coriander, as they **noticed detailed features of objects in their environment**. We spoke about two herbs, basil and coriander and how we use them in foods and salads. Through this activity, the children learned how to plant.

Forest Play - On the way to Forest play

Star room children took part in their final session of Forest play for the summer term and made their way to Hackney Downs Park one sunny afternoon. As the children made their way to the park, Hafiza spoke to the children about road safety. She explained what to look for when crossing the road at a zebra crossing: wait, watch, look right and left. Idris asked why it is called a zebra crossing, and the practitioner explained it is because it has black and white stripes like a zebra. As the children entered the park, Hafiza instructed them to remove their harnesses so they could race. The children listened to the instructions and raced; when Hafiza said stop, they all stopped. This activity was repeated a few times before they joined another group from Brook.



Before the activities began, Hafiza gathered the children in a circle and explained the rules: no picking and no licking. When seeing a bee or dog, they should avoid eye contact and running, and instead say "X-factor" while crossing their arms in an X. The children were able to understand why and how questions, for example, when Hafiza asked the children, 'Are we allowed to pass the red tape?' The children replied, "No". They were able to focus and listen to the rules.

Minibeast hunt

The minibeast activity was a fun game where the children were given pictures of various creatures like ladybirds, butterflies, worms, spiders, beetles, snails, and more. Their task was to find these minibeasts and tick them in the correct boxes on their sheets.

Adam, Marley, Siena, Alaia, Blue Jean, Teddy, Zeynep, Nala, Leif, and Maya participated in this activity. The practitioner demonstrated how to use a pen and explained that when they saw an insect from their checklist, they should tick the correct box. As the children looked around, Maya and Siena saw a butterfly fly over them. Siena shouted, "Hey, a butterfly!" while pointing at it. Siena held the pen in her right hand using her tripod grip and ticked the correct box with the butterfly picture. The children also found worms, beetles, and ants. Teddy saw a beetle and said, "It's crawling." The beetle went straight into a hole, and Teddy exclaimed, "Oh look, it's gone into that hole!" When they saw a wiggly worm, Alaia said, "Ahh, I don't like worms." Like this, the children



listened and responded to ideas expressed by others in conversation or discussion. All the children showed interest in marking their sheets and searching for insects, engaged with nature, refined their fine motor skills, and discussed their observations.

Going on a bear hunt:

Expressive Art and Design- Being imaginative and expressive

The children acted out the story of 'We're Going on a Bear Hunt'. We all gathered in a large group and the practitioners led the way. The children and the practitioners read out the phrases from the story and most children were already familiar with the story and repeated it with the practitioners.



The children used their imagination and moved their bodies whilst introducing a storyline into their play, [joining in singing songs](#). The children faced a series of obstacles including a river, grass, a snowstorm, and a cave. When the children pretended to come to a river, they repeated the phrase 'deep cold river' and words such as 'over', 'under', and 'through'. As the children pretended to cross through the river, they all shouted, 'Splish', 'splosh' as one practitioner sprayed some water using a water bottle, [beginning to make believe by pretending using sounds, movements, words, and objects and describing sounds and music imaginatively, e.g. scary music](#). The children then came across grass, they used their feet and legs to wave them side to side, whilst pretending to cross the 'long wavy grass'. When we came across a snowstorm, two practitioners held a material whilst we all went under the material pretending it was a snowstorm and the children copied the practitioner as they pretended to shiver and Leif said, "That was cold", as we [experimented with ways to enclose a space, create shapes and represent actions, sounds and objects](#). Finally, we all came towards the logs which was the 'narrow gloomy cave', when the children noticed the 'bear', they all screamed and quickly rushed back through all the scenes they went through and pretended to go under the covers where the children were covered with material and they said, "we are not going on a bear hunt again".



Colouring

The children participated in a colouring activity while the practitioner sat with Alaia, Maya, Zeynep, and Vanessa. The practitioner showed different types of flowers, and Alaia said, "I don't like yellow flowers; I like



red flowers." She then drew a flower and asked her friend, "I drew a flower, do you like it?" Maya was busy drawing her flower and said to the practitioner, "I want to fold the paper." As she folded it, she added, "It's for my mummy and daddy. I want to take it home. Can I put it in my wellies?" Blue Jean saw her peers engaged in the activity and quietly stood watching them. The practitioner asked, "Would you like to draw?" Blue Jean responded, "Yes." She sat down and took a plain paper and an orange-coloured pencil, [listening to others in one-to-one or small groups, when conversation interested them](#). Looking at the pictures of flowers, she said, "I like to draw red flowers." She used her tripod grip to draw a beautiful flower, using many different colours and demonstrating good hand-eye coordination.

Mud painting

The children gathered around the soil pit and were provided with buckets, paintbrushes, and water bottles. Hafiza demonstrated how to make their mud paint step by step: digging with the spade, scooping soil into the bucket, adding water, and then mixing with the paintbrush. Alaia was eager to start mud painting. She scooped soil into her bucket, poured water inside, and then said, "I am making a caterpillar" as she went over to the log. Teddy observed Alaia, got some mud with Blue Jean, and found a worm, exclaiming, "It is wiggling." He then went to the log and began painting, saying, "I'm painting biscuits, [using talk to organise, sequence and clarify thinking, ideas, feelings and events](#). Adam came over and took his time painting the whole log, carefully using the paintbrush in his right hand.



Log climbing

The children showed their interest in log climbing, which supported their physical development as they used their arms, legs, and whole body to climb and move along the log. Leif went underneath the log, pretending he was going through a tunnel, while Blue Jean said, "I am hopping like a bunny." She used her arms and whole body to push herself up and move forward while sitting on the log, eventually jumping off when she reached the high end. Idris, Leo, and Leif spent time on the log pretending to be worms, wiggling on top of it. When asked what he was doing, Idris said, "I am on the tree and it's my house, [commenting and asking questions about aspects of his familiar world such as the natural world](#). Mason approached the large log, jumped onto it, and declared, "This is a helicopter. Who wants to come for a ride?"



Hide and seek

The children participated in 'Hide and seek' at the end

of the forest play session as the final game. They hid in groups while Hafiza counted to 10, then went to find them, calling out, "Where oh where are you?" The children responded with, "We are, we are here!" This continued until Hafiza found all the children. **The children were able to follow directions (if not intently focused)**

Summer continued

Star continued to focus on the summer theme. The children learned about the sun and how it is a part of our lives and the natural environment, we also reflected upon the clouds and the formation of rain and how a rainbow is most likely to appear.

Ice Maths play/ Dance Write

Mathematics

Maya, Marley, Juwairiya, Juliet, Idris, and Alaia took part in an Ice Play Write Dance activity. The practitioner provided blue and white paint, a tuff spot, and ice cubes and encouraged the children to do Write Dance. Write Dance is an exciting way of using music and dance to develop the skills needed for writing but to also a fun way to learn maths and about mixing colours.

The practitioner started by asking open-ended questions to each of the children such as how many ice cubes were in front of them and how ice cubes are made, they each pointed to each ice cube and were able to say how many there were, **pointing or touching (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.**

The practitioner then concentrated on sizes. Alaia and Maya were able to confidently understand which ice cube was bigger and if they were the same. Marley required a little help, but the practitioner supported her by showing and describing why the ice was smaller and **exploring differences in size, length, weight, and capacity.** The practitioner also formed numbers using the ice to expand on the children's learning, they were all able to **recognise numerals 0 to 10.**



Once the children had finished identifying numbers, the practitioner added both the paints inside the tuff spot, and they began mixing the paint whilst they expressed to the practitioner if it was light or dark blue. The practitioner asked, "What does the blue remind you of?" Marley said the sea, Alaia said the ocean and Maya said it's blue water. The children enjoyed playing with the ice and the different coloured paint.

The practitioner sang '*The Wheels on the Bus*' and '*The Grand Old Duke of York*' during the activity and the children copied the practitioners' movements as they took part in 'Write dance', as they created movements to the songs and sounds, she informed them. "You're moving in circular motions", The children were confident to **join in and anticipated repeated sound and action patterns.**

Making Rainbows:

Understanding The World

The children took part in making rainbows and talked about the weather. During this activity the children discussed what happens when colours are mixed and the colours that can be seen in the rainbow, they also discussed how a rainbow is formed.

Marley, Blue Jean and Maya were all eager to do the activity as they were giving many answers when asked questions, Leo Y preferred to listen to what his peers said and try it himself. The children were shown a rainbow and went through the colours. They were asked when a rainbow appeared and Marley said, "When it is raining" Then Blue Jean added "And when the sun is out too", [commenting about aspects of their familiar world such as the place where they live or the natural world.](#)



The children learnt that the rain shines through the sun and creates light through the rain which turns into rainbows, [talking about why things happen and how things work.](#) Maya asked, "Is there pink in a rainbow?" Then Marley responded saying "There is red in the rainbow". Marley said, "Blue and red make black" She then went and tried to mix the colours and found out it made the purple colour, then Blue Jean mixed red and yellow and made the orange colour. The children happily painted their rainbows using their paintbrushes.

Friendship and Graduation



As many of our children will be leaving this term to go to school and some of our children in Rainbow will be transitioning to Star Room we concentrated on building friendships. There will be many changes for the children whether they move into another room or move onto school and they will all be spending time with and making new friends. It is very important to gain confidence in building new bonds with new people and creating happy memories throughout these changes.

Personal, Social and Emotional Development

Making Relationships - Friendship scavenger hunt

Star Room has been concentrating on friendships this week to allow them to make new relationships with one another and create bonds. For the activity, the children took part in a scavenger hunt with one other peer. The practitioner put the children in groups of 2 with another peer they may speak less to or may not play with. The children spoke to one another and asked each other what to look for. This also allowed the children to disagree with each other but show and verbally correct them on what they were looking for. The children were asked by the practitioner what their peers asked them to look for and some of the objects were dolls, gems, a cup, and many more items. The



children did well talking with one another. As they finished their activity the practitioner asked the children to sit on the carpet and they all picked a sticker and gave it to the peer they liked who they don't talk to as much. The children did very well and were able to give the stickers to their peers.

Graduation Ceremony

Some of Star Room children who will be going to school in September had their Graduation Ceremony. The children have been practising the graduation song for several weeks to sing to their loved ones such as their mummy and daddies. The parents and children all sat down while Hafiza gave a speech. The children listened for their names to be called so they could collect their certificates and some also collected their forest play certificates and as they went up, like little graduates, they shook Hafiza's hand and took a picture. When they finished collecting their certificates the children took a group picture with all the staff that had been supporting them whilst being at Rooftop such as Charnelle, Peri, Faiza, Mahfuz, Hafiza, and Farida. The children then sang the graduation song before saying goodbye to their parents. After the parents left, they took a group picture of them throwing their graduation hats in the air, showing they **could follow directions (if not intently focused)**. They then gathered around the cake Henry's mum kindly made for the children and cut it together!



Snack time

The children went on to have the yummy snacks that some parents prepared for the children. For snacks, they had a cucumber and cheese sandwich, grapes, strawberries, carrot sticks with hummus, cucumber sticks, Wotsits and quavers. Whilst they ate their snacks the practitioner played lively music in the background. The children enjoyed the music whilst talking and eating, When the children had finished their snacks, they went on to play some musical and action games such as musical bumps, musical statues, dancing games, the floor is lava, and the freeze dance, **playing alone, alongside and with others, inviting others to play and attempting to join others' play**. The children enjoyed the musical games as they held hands with one another and danced with each other.



Mr Squash

We invited an entertainer for this special occasion, Mr Squash! Star Room children and Rainbow Room children were combined for this session. Mr Squash started by showing the children the flannel and making it disappear while the children gained more interest and thought about how the flannel disappeared. East went up to the stage and Mr Squash was looking for it around his body then it was found inside East's coat and the children were amazed!

Alaia, Leo, East and Zayn were interested in the ball, they counted 3 balls in Alaia's hands and then the 3 balls became one big ball as East tapped it with the magic wand. Mr Squash brought out his wand and Idris held it; it collapsed which made Idris wonder why that happened. Idris withdrew and became quite stressed but became happy again and carried on playing with the wand. The children were then shown a coloured book, Maya came up with a gigantic, inflated wand and used it to tap the book as the children in the audience picked up the colours off their tops and threw them towards the book to colour the pages, then after Maya tapped the book, it opened, and the pages come out all coloured!

Nell was intrigued by the book of colours and pointed out "That's red" as she saw the colour. The book closed again then Maya tapped the book with the large wand and the book opened but this time there were no colours in the book and the children were confused as Leo looked at the book "It's all gone", [enjoying joining in with the magic tricks](#).

Then Mr Squash showed the children some puppets which Alaia, Marley, Nell, Leo, Leo Y, Henry, Blue Jean and Mikaeel found funny. Alaia, Blue Jean, Marley Leo K, Leo Y and Henry then went up to the stage, stroked the bunny, and had a feel of the bunny's texture. Leo, in his excitement, pulled the bunny, but he was then reminded to be gentle. The children then finished off the show with bubbles flying above them which they got to pop. The children loved the show and were able to concentrate and engage until the end.



Bonus classes

Physical Development-Moving and Handling

Star Room took part in their fortnightly football session which is great for their physical development as they ran around, threw, caught, kicked a ball and jumped to catch a ball.

The children are also supported with their listening and attention skills as they are given instructions to follow, and the coach leads them telling them to be different animals while doing the warm-up running around the cones.

The children maintained control of the ball while they kicked and walked at the same time then they were instructed to kick the ball



backwards and also have their eyes on the ball as well as their surroundings.

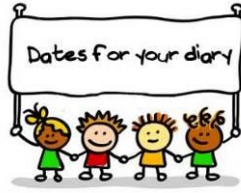
Juwairiya was confident in using the back of her foot to kick the ball backwards as she walked backwards at the same time. Maya used the ball between her legs trying to kick the ball side to side from one foot to the other by looking at the ball and practising her coordination skills. The children who demonstrated good throwing and catching skills were Juwairiya, Zayn and Adam while Maya and Juliet were practising catching it after throwing it high. They **grasped and released with two hands to throw and catch a ball.**

Marley, Maya, Juliet, Zayn and Alaia all placed their balls on the cone and kicked it to try to score a goal, **balancing on one foot or in a squat momentarily, shifting body weight to improve stability.** Juliet wanted her ball to be perfect, so she made sure her ball stayed in the cone and then gave a gentle kick, in the second round Juliet kicked it harder, and it went the other way.



The children then lined up against the wall and listened to the next set of instructions. They were to pick up the cones by their colour and connect them with the correct colour-matching cones. This allowed them **to choose 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, crawling, walking, running, jumping, skipping, sliding and hopping.** Juliet, Marley, Alaia, Maya, Idris, Zayn and Adam K were confident in connecting all the cones with the matching colour.

Next, the children were told to find a white cone which the children did but to make it more challenging the coach asked the children to find 2 different cones; red and white which Juliet, Zayn, Alaia Marley and Maya did well in. Through this game, they demonstrated listening and attention skills. After the football session, the children stood up by the wall and Zayn was given a certificate for participating very well in the activity. Well done, Zayn!



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.

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

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

Comments/ Suggestions

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