



Male Carer's Day

Parents as partners

A very Happy Birthday Salman, Rishi, Phoebe & Vincenzo

Thank you to everyone that attended on Friday 16th June for our annual male carer's event. It was a fantastic morning; we had a great turnout of parents and carer's who had the opportunity to spend some quality time with their children and engaged in a range of fun, joined in our creative activities, and met the team. There was plenty to do to keep all the carers and children busy and as always, the sports activities were a big hit. It was lovely to see all the dads, granddads, uncles and even a few mums and nans get involved in the races as they competed against each other, and we also had an amazing obstacle course in which the children took part, with the help of their carers.



Everyone that attended received certificates, medals, trophies, and a special gift from Hafiza.





Parent's afternoon: Friday 23rd June and Monday 26th June

Thank you to everyone for taking the time out for our virtual parents' afternoon. These meetings are really important to stay updated with the children's progress and development.

27th Month health and progress checks

Our 27-month review was held on Monday 26th June 2023, for those children that were due Health reviews. Thank you for taking time out for this meeting.

Here are a few parents' comments



I could understand how she improved, happy with the information given

Very informative and all information was given on my child's progress.



We had our 27-month integrated review with a few of the children due their 27-month progress checks. After being unable to attend the setting due to COVID the health visitors are now able to come back onto the premises to hold these reviews with the parents and key persons.



Our Graduation Ceremony for Star room leavers



We are fast approaching our graduation ceremony for Star room leavers. The children that will be graduating will have a special ceremony on **Monday 17th July** which the parents of leavers will also be invited to attend. The ceremony will begin with a speech by Hafiza at 1.15 pm and finish at 1.45 pm. The parents of those that are leaving will be invited to attend this ceremony. We will inform parents of further details soon.

The children are excited about graduation, they have already started making their graduation hats and have been practicing the graduation song. We will be providing a copy of the graduation song to Star room parents, so please support the children to practice the song at home too! After the ceremony, the children will celebrate by having a group and individual photo shoot and a party.

We are looking for a volunteer to bake a graduation cake & an entertainer for the children for this special occasion. Please get in touch if you would like to help us out.

Photo shoot on;

We had our nursery photoshoot on Wednesday 5th July, please look out for the date to come and view your child's /children's photos.

Trip update: Thank you for all your suggestions and votes, after counting the votes received our trip destination will be Whipsnade Zoo. The trip will take place **on Friday 21st July 2023.**

Parent Notices

- ✓ No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- ✓ Please provide a labelled bag with an adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.) Please feel free to label your child's clothing.
- ✓ Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, and hats.
- ✓ Please call the office between **9 am to 9.30 am** to inform us of any absences or late arrivals.
- ✓ Breakfast Starts from 8.05 until 8.50 am. If you wish for your child to have breakfast, please arrive before 8.45 am.
- ✓ Can parents please make sure you are here to pick your child up: latest by 5.45 pm as we have too many parents coming in together which delays feedback and closing the nursery on time.
- ✓ **Parents are advised for health and safety reasons to **NOT** bring in nuts (or anything containing nuts) into the nursery setting or around the premises. Some of our children have a severe nut allergy and therefore cannot be anywhere near nuts.**
- ✓ **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name**.
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates. If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com
- ✓ **Tapestry:** If you need support accessing Tapestry please contact Antoinette
Email: office@rooftop-nursery.com

Star Room

Childrens interests

During half term, Star room children participated in fun activities such as a science experiment, water balloon fight and bamboo stick play, they also made a friendship tree. These activities allowed the practitioner to go over the golden rules, allowing the children to remember what they are supposed to do whilst they are in the room or outdoors and to remind one another what they are expected to do. Whilst talking about golden rules and friendships the children began sharing kind words towards one another.



Communication and Language-Understanding – Science experiment

Star room children took part in a science experiment by making a volcano. The practitioner prepared the resources which included baking soda, and green, blue, and yellow food colouring. Thomas watched from afar, however, the practitioner encouraged him to join in so then he did.

The practitioner asked open-ended questions such as “What can you see on the table?” Soul said, “There’s glitter”. Thomas saw the baking soda and said, “There’s powder” Peggy quickly responded, “That’s the powder we use in the cupcakes”, Ada and Gene agreed with her, [listening and responding to ideas expressed by others in conversation or discussion](#). Lowen said, “Yeah that makes the cupcakes go bigger and bigger”. Salman said he can see different food colouring and Ada said, “There’s also soap”.



They didn’t recognise the vinegar, so the practitioner explained that it was a very important part of the experiment and that it was strong. She explained that we have vinegar in food and Soul said “like the crisp”, showing an [understanding of the use of objects](#).



The practitioner explained how we will be making a volcano as we mixed the ingredients together. They watched a video of the experiment as well as the steps needed. As the practitioner did the experiment, the children were intrigued and excited to try their own little experiments. Thomas, Salman, Soul, and Ada were in one group, each taking a turn to pour the ingredients. As Ada added the last step of vinegar, it began to bubble up and everyone said “Woww”. Thomas said, “It’s bubbling”. Lowen said “You can see the blue colour like the ocean”, they all jumped and clapped their hands with excitement. Lowen, Gene and Peggy were in the second group; they also took turns pouring the ingredients and again it foamed up. The practitioner asked, “How can we make it bubble more?’ Ada said, “add more vinegar it will bubble more”, [understanding questions](#)



such as **who; why; when; where and how**. Salman said, “The yellow looks like ice cream”. Some of the children began laughing saying, ‘it does’, **understanding humour, e.g. nonsense rhymes, jokes**. Gene, Soul, Peggy, and Salman touched and felt the foam and they said, “it’s soft and cold”.

Creating friendships

Star Room concentrated on fun and active activities as the children returned from their half-term holiday. Additionally, we focused on making relationships with peers and adults, in line with our previous theme. We continued supporting the children in creating strong bonds and friendships and developing their interactive skills. We have also been reminding Star Room children about the golden rules in the room. The Golden Rules guide the children to choose for others what they would choose for themselves and is often described as 'putting yourself in someone else's shoes'. They have been doing well in remembering the rules and trying to maintain them in their play.



Our golden rules are

- Being kind to our friends and help
- Look after our room and respect the environment
- Doing good sitting and using our listening skills
- When indoors use our indoor voices
- Do good waiting and turn taking
- Good tidying up
- Eating our lunch nicely
- Playing and looking out for our friends

Personal Social and Emotional Development - Making a friendship tree

As Star Room children have made positive relationships with their own friends, the practitioners have been talking about making relationships with everyone and sharing our kind words towards one another. All the children coloured the friendship tree that the practitioner had drawn for them. The practitioner asked if the children knew what a positive relationship is and the children were unsure, so the practitioner explained it's the people around you who are your friends. “Like Amaya’s closest friends are Peggy, Mikaeel, Thomas and Phoebe”, “Thomas’ are Gene, Emmett and Ada.” The practitioner emphasised on **seeking out companionship with adults and other children, sharing experiences and play ideas** so that they can play with different children instead of the same children all the time.



The practitioner went on to explain that some children will be going to school and will be making new friendships with other children, and it won't be the same children. She then explained that they would be painting their hands and then stamping them onto the tree. All the children had a turn doing this activity and enjoyed the ticklish feeling of



the paintbrush on their hands. Each child chose what colour they wanted their stamped hand to be and washed their hands after the activity. Once the painting was finished the children admired their work and appreciated that it looked more like a tree with leaves (handprints) on it. The practitioner asked, 'when you **enjoy playing alone, alongside and with others, inviting others to play and attempting to join others**' play, 'is that a positive relationship? The children responded, 'Yess'.

Expressive Art and Design: Creating With Materials - Bamboo stick water play



As we have been implementing fun activities, Star Room took part in a bamboo stick water play which was a fun and **educational activity**. The activity was explained to the children in which they had to figure out how we will pour the water and where it will eventually go. Water play with bamboo sticks **allowed the children to engage their senses**. They can **feel the water's temperature, observe its movement, listen to the sounds it makes, and even taste it**. This sensory exploration



promotes cognitive development and helps children understand the properties of water.

As well the children were able to focus on their **fine motor skills**, handling bamboo sticks in water requires coordination and control, which helped develop fine motor skills. They practiced **gripping the sticks, pouring water, and transferring it from one container to another**. These movements helped enhance **hand-eye coordination, finger dexterity, and muscle control**.

As each child took their turn, Thomas said "Wow look at that it's coming to this side" as he pointed at one end. Ada quickly added "But it's coming this way too" and pointed to the other side of the bamboo sticks. The practitioner asked open-ended questions such as "What should we do to stop the water from going on the grass?" Peggy said "Let's put this here" picking up small buckets and placing them under the bamboo stick. Emmett brought a big tuff spot and placed it on the other side. Amaya then said "How about this big red box" dragging it along the floor, **discovering how the water flows, observing the effects of pouring water at different angles or speeds, and learning about volume and displacement**. Salman, Soul and Lowen watched with excitement whilst Thomas, Emmett, Peggy, Amaya and Gene were feeling the water as it dripped into the buckets. Water play with bamboo sticks was also a great opportunity to **encourage imaginative play**.



Physical Development: Moving and Handling – Sponge bucket Race



Star room participated in a race that involved dipping cloths in water and squeezing the water out. The practitioner explained that everyone needed to be in one of two teams, all the children said what team they wanted, **showing their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations, and being able to express their needs**. To make it fair the practitioner allocated each child a piece of paper with

a team number written on it and the children read out the number they were given. As they lined up and the practitioner said on your mark get so go, they were very competitive running as fast as they could **while being aware of space and negotiating space successfully, adjusting speed or direction to avoid obstacles.**

Thomas started and noticed he didn't put enough water, so he thought of what to do and said, "I'm going to dip the cloth all the way to the bottom, **critically thinking and having his own ideas.** As Salman had his turn, he dipped the cloth inside the bowl and soaked the water up. The practitioner asked, "What are you supposed be doing... What's the aim of the game?" Gene looked over at his peers and then squeezed the cloth inside the bowl. Doing this activity enabled the children to **take turns, work in teams** and be able to use their peers' names when trying to get their attention. The children were able to do it one by one and everyone was able to have a go. Some of the children were being emotional as they wanted another go and come first but the practitioner explained that **losing doesn't feel all that good but it builds character and is part of our life experience.**



Male carers

In line with our Male Carers' Day event on Friday 16th June, we arranged various activities for the children to participate in relation to carers. We are promoting male carers/carers day to the children to show appreciation for all the carers in their lives. The children participated in making ties and decorating shirts.

Expressive Art and Design: Creating with Materials - Decorating shirts for Carers.

Star Room took part in decorating shirts for their male carers, the practitioner provided glitter, shredded paper, and different colour shirts to decorate. Peggy, Amaya, and Alaia **expressed their creativity and individuality, choosing colours, patterns, and designs that reflect their personal preferences and created something unique.** This encouraged the children **to think creatively and experiment with different materials and techniques.** Peggy said, "I want you to draw a love heart here" while her peers requested hearts.



Emmett, Thomas, and Mikaeel decorated theirs using various art supplies to **develop fine motor skills and hand-eye coordination,** using the glue sticks and PVA glue to spread around the shirt they also learned how to **hold and control the art tools, improving their dexterity and precision.**

Thomas said, "You know my daddy wears blue shirts that's why I chose blue" while Emmett said, "My daddy wears all the different colours". Mikaeel continued to decorate and said, "My daddy buys me a Spider-Man shirt", **talking about past and present events in their own lives and in the lives of family members.** Jad joined the table and said, "I want to decorate too". Ayla was very precise with applying

glue while Jad said, "I want to put all the glitter". Ayla said, "We have to share because I make my dad with glitter too", exchanging [ideas, sharing materials, and working together on creative work, fostering teamwork and cooperation.](#)

Expressive Art and Design: Creating with Materials - Making cards for carers

In line with our theme, the children participated in making cards for their carers. The practitioner provided white paper and different colour water paint with brushes as well as letter stencils that spell out "Dad" as the children were also able to identify that it said dad, [beginning to form recognisable letters independently.](#) The practitioner helped set the letters on the paper and tapes it so it doesn't move while the children paint it. Every child picked their own paint colour for each letter wetting it with water and then socking the paint to continue adding more paint, [using simple tools to effect changes to materials.](#)



Mikaeel said, "I'm going to make it for my dad". While Bradley said, "This is so cool". Lowen made one for his mummy, where the practitioner and he used the tape to write mum and began to paint. He said, "I'm going to give it to my mummy". Zayn used assistance from the practitioner to paint but then got the hang of it and mixed the paint colours while smiling. Amaya, Peggy, Phoebe and Ayla were being very precise with their painting, ensuring they don't mix the colours, [developing their own ideas through experimentation with diverse materials, e.g. loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.](#)



Getting ready for school

We implemented school and graduation activities for the children as we have a few children who will be graduating from nursery and attending school in September. We have been setting up the home corner in a school theme with whiteboards, pencils, reading books and various other resources that will be used in a classroom. The children have also been practising the graduation song continuously so that they are able to perform in front of their carers for their graduation ceremony. Star Room also attended its 3rd session for forest play last month! and it was Jad, Musa, and Alaia's first time.



Expressive Art and Design: Creating with Materials – Making personalised book bags

In line with our school theme Star Room children took part in making book bags for their afternoon activity to prepare them for their transition to school (reception) where book bags are often used. Each child was given a piece of paper to decorate which would then be turned into the bag adding on the name of the school they will be attending so that they become familiar with the names



as well as allowing them to that reflect their personal style, interests, or favourite characters or design. There were many different arts and crafts items available to decorate the bag with such as



colouring pencils, crayons, PVA glue, and feathers, involving various fine motor skills, such as cutting, glueing, folding, and threading. The activity was essential for the children to refine their hand-eye coordination, dexterity, and finger control.

Ayla drew her “house” on her bag with windows and a big door at the front. Ada told the practitioner he added “stickers” allowing children to tap into their imagination and explore their creativity. They chose different materials, colours, and designs to personalise their bags. Thomas asked the practitioner “Can I take this bag with me to school” and the practitioner replied, ‘You will get a special bag from the school’. The children really enjoyed this activity and Dylan couldn’t wait for his bag to dry so he could put things inside as well.



Communication and Language: Listening and Attention – Roleplaying in a school classroom

As we will be having a few graduates this year that will be attending school in September, we concentrated on getting the children to understand the routines and differences in school. Thomas, Ayla, Gene, Emmett, Amaya, Musa, Phoebe and Peggy took part in the activity as they are our leavers and role-playing enables children to explore and make sense of the world around them.



The practitioner set out tables the way they would in a school with pencil pots, reading books and paper in the middle of the table. The children were curious to know what was happening, Thomas said, “What are we doing here?”. They were encouraged to use words and terms commonly related to school such as “lunchtime will be...” and Emmett replied, “school dinners”. We started off by doing the register and the children were asked what they would say if the teacher says ‘good morning’, Musa quickly added “You have to say good morning Miss back” so all the children followed and said good morning, Phoebe and Peggy were a little shy but managed to say it too.



We went through our timetable for the day, and the practitioner showed a visual timetable to help the children to understand. Amaya said “This is like what we are doing today right” enhancing her cognitive abilities, such as memory, attention span, and logical thinking.

They went through their routine: after taking the register, it’s indoor playtime, then wash hands and use the toilet to get ready for school dinner time. After that, its outdoor play and messy play and lastly read a book to get ready to go home. This activity provided opportunities for the children to engage in language-rich activities. They practiced using vocabulary, sentence structures, and conversational skills while interacting with their peers. The children were then encouraged to have a go at reading the book in front of them as they would do in school. Role-playing allowed the children to engage in pretend play, taking on different roles and exploring various emotions.



French - Communication and Language: Listening and Attention

After returning from their half-term holiday, Star room prepared for their fortnightly French session, the children sat in a circle and waited patiently for their session to begin. They started by singing the bonjour song with Debbie, whilst following the actions and hand gestures. All the children introduced themselves and said “je m’appelle” followed by their names. Debbie then said, “It’s getting very hot isn’t it” by showing a visual card with a sun and said “C’est chaud”. Debbie then introduced Ninos the teddy, she explained Ninos was very hot and they all stood up to pretend to be a big bear “gros ours” like Ninos, [listening to familiar stories with increasing attention and recall](#).



The children then played a game of touching their facial features that encouraged them to [follow directions and instructions](#); “Touch your feet” (pieds), nose (nez) and go upstairs (monter les escaliers). They then sang: touch the ground (*Touche le sol*), nose (*noz*) and go to sleep (*aller dormir*) on the floor and say goodnight (*bonne nuit*) alongside Ninos as he was getting ready to go on a trip to the beach. Mikaeel said, “I go to the beach with my family too”, showing an [ability to use language in recalling past experiences](#). They then played *What’s in the Bag?* and took out a holiday T- shirt and put it on Ninos, the teddy. Debbie took out shorts, shoes, a hat, and sunglasses “*chaussures, chapeau et lunettes de soleil*” so that Ninos is ready to go on a trip to the beach. Peggy said “What about his sun scream?” [questioning what needs to happen next as well as talking more extensively about things that are important](#). Nicholas wanted to wear the glasses and said, “I look like Ninos”. Debbie took off Ninos clothes, placed them on the floor, and played a game as she took away an item each time and said the names of the remaining items. The children confidently guessed the missing item. Lastly, they sang a song about climbing the ladder “*grimper à l’échelle*” to the swimming pool and jumping “saute” into the pool “splashhhh”. The session ended with popping bubbles and singing the goodbye song as well as receiving a sticker for their excellent participation.



Tiny mites- Communication and Language: Listening and Attention



Star room took part time in their fortnightly Tiny mites’ session, the session started with the introduction song introducing the puppets. The children were engaged imitating what each of the puppets do such as playing the drum, piano, shaking body and tapping knees. The next song played was the grand old duke of York, all the children stood up and marched to the music, Janine asked “do you want to march on the spot or march around the room?” to

which they replied “around the room” As they marched they had to tap on their knees and followed Janine around the room, **showing variability in listening behaviour; while moving around and fiddle but still be listening or sit still but not absorbed by activity**. The next song was focused on a dinosaur, as the dinosaur went around to each child, they stroked it or gave the dinosaur pretend food. They all were pretending to be dinosaurs. Janine asked, “what do they need to be a dinosaur”. Ada said, “teeth and tail” , **listening and responding to ideas expressed by others in conversation or discussion**. As they stomped their feet to act out a dinosaur. Their next song was the car song and the children really enjoyed driving and using the plates to pretend pressing the honk on the car, **creating representations of both imaginary and real-life ideas, events, people, and objects**. They went onto singing a under the sea, they were then given different colour materials. Janine asked, “what lives in the sea?” The children said, “turtles, fishes, and dolphins.” **As they used talk to organise, sequence, and clarify thinking and ideas**. The session ended with the children excitedly popping the bubbles and they were asked to pop them like sea animals.



Forest Play

Beginning



Star Room went on its second forest play session for this term. The children got ready with their sun hats, raincoats, wellies, and sun cream. It was Salman’s first session he said, ‘I can’t wait to do log climbing and play hide and seek’. Mikaeel added ‘We also do painting’ referring to mud painting. When Star Room got to the park, Thomas noticed a crow in the tree and said immediately ‘That’s Mr

crow the stealer who took my ice in Legoland’ observing his environment. The children then made a straight line, **working on their listening skills** to play the Ready Set Go game. Hafiza recapped the rules and said ‘Bend your knees, right hand forward, look straight and go’ as the children began to run, **having spatial awareness and running successfully**. They repeated the same steps and froze when asked by Hafiza. Before they reached the camp base, Nicholas said ‘my heart is beating fast, as the other children also expressed feeling tired. We stopped and focused on **mindfulness**. The children spread out in a circle and began to take big breaths, closed their eyes, and pretended to be an aeroplane, Bradley said, ‘I feel like I’m flying’ and Peggy added ‘I’m twirling’. After they all agreed they feel better, they walked over to the camp base ready for their session.



Mud painting

The children split into groups, some took part in log climbing and some enjoyed mud painting. Salman, Amaya, Phoebe, Mikaeel, Ayla, and Thomas took a bucket each and used the spade to scoop mud from the hole. Salman began to paint and said, 'I'm painting the log but I have spotted that there is a spider'. He then walked behind the log and saw that there was another hole and said 'I'm looking for a treasure like the one I found in my grandad's house. Amaya began to paint the log and said 'I'm painting a smiley face' as she used her right hand to stroke the mud around. Phoebe was next to her and said, 'I'm making a dinosaur'. Mikaeel was asked what he was doing, and he responded 'I'm painting a giraffe in this long, big tunnel' referring to the log as a tunnel.



As the children continued to scoop, mix the water and paint, Peggy said 'You know I'm making a gorilla like a brown one, [making observations of animals and plants](#). Ayla continued spending a period of time painting saying 'I'm painting my sister, mum and dad, we went to London eye', [showing an understanding about similarities and differences in relation to places, objects, materials and living things](#). Thomas sat with Hafiza, continuously scooping mud and said 'I want to find a worm', and said 'I'm painting a lake where there is fishes, seals and crocodiles' 'but I'm not scared', [using language to imagine and recreate roles and experiences in play situations](#). Zayn was intrigued with his painting skills, the practitioner spoke to him and asked various questions

such as "What are you doing?" he responded, 'Look making, I'm painting'. Gene, Dylan, Nicholas, Soul and Philip all joined the activity. Gene finished his painting, walked over to a tree and said, 'I'm looking at this palm tree, it goes in the dinosaur land'. Soul said 'Making a ship mountain so we don't pass the dog', making reference to the our forest play rules about not going beyond the red tape. Dylan added ' I'm making a far fountain' so we don't leave the red tape' [adding his own imaginative words into their play](#).



Nature Collage

In relation to the season, we allowed the children to explore the outdoor environments using their 5 senses; touch, smell, hear, see and taste to look for any natural resources such as twigs, leaves, flowers, and sticks. The practitioner explained that they need to explore and pick up anything they see that they can use for their nature/ leaves collage. Gene said "This flower smells like apples." Mikaeel then added "It's like the flowers at the nursery," [making observations of the environment around him](#). The practitioner asked, 'What do you see around you?' and he responded, 'It's all beautiful things here', [showing an appreciation for](#)



nature and living things. Peggy, Thomas, Nicholas, Philip, and Phoebe found flowers which they kept secure with them, for their collage. Soul noticed the leaves and flowers and made a comment saying, 'These grow in the sun', **talking about why things happen and how things work.** The children then returned to their camp base, using all the resources such as glue, coloured pencils, and their own flowers, leaves, and twigs to make the collage. They were split into small groups, Nicholas said "The flower smells like strawberries" as he stuck his flower down. Amaya then brought the flower to Hafiza and said "My one looks like the mermaid's tail" **making comparisons and bringing their imagination into their work.** The collages were a simple craft activity that involves pasting items like leaves onto a sheet of paper. Making a collage helped the children **build fine motor skills. It's also a fun way to develop awareness of colour and texture.**

Log climbing

All of Star room children participated in log climbing, as it was their second session the children were more comfortable and **travelled with confidence and skill around, under, over, and through balancing and climbing equipment.** Dylan and Soul were the first ones to begin climbing, Dylan crawled up the log and Soul walked up using his hands as support. Zayn tried to go up by himself, the practitioner put her hands out which he held onto as he climbed. Once he got to the top the practitioner said, 'Zayn jump', Zayn bent his knees to maintain his balance, **experimenting with different ways of moving, testing out ideas and adapting movements to reduce risk** and he jumped confidently. Philip walked sideways whilst holding the practitioner's hand as he jumped, he said, 'I jumped'. Whilst Dylan was climbing up the log, he saw a bumble bee. As Amaya went up the log, she maintained her balance as she went around the stump whilst continuing to climb and then went down backwards. While Peggy, Ayla, Phoebe and Amaya were waiting for their turn to walk up the log, they noticed a mushroom. They were encouraged to describe its colour, Peggy said, 'Brown;'. The practitioner explained that they shouldn't touch or pick it to help them begin **to understand the effect their behaviour can have on the environment.**



Hide and Seek



The children participated in a hide and seek game which they were most excited about. Thomas walked around with Hafiza saying, 'Where oh where are you? Most of the children hid behind a big wooden log and the remaining children hid behind a fence plant. Once found, the group split up and then went to the big wooden log to see if they can find the rest of the children. All the children really enjoyed the game and wanted to play the game again, but it was time to go!



We can't wait for our next session!

Rainbow Room

Childrens interests

To support the children's continuous progression in their learning development we planned a week to focus intensely on the children's interests in the different toys and resources to support each child's unique developmental needs.



The children have previously shown an interest in messy play and Arts and crafts, such as mark making and painting. To further enhance the children's interests, we planned some structured activities around this to provide the children with more opportunities to learn and explore mixing colours, cause, and effect, representing their feelings and emotions as they paint and decorate as well as encouraging the children to use their expressive arts and design skills. We also engaged the children in physical activities such as obstacles courses and exercising as this is another dominant interest in Rainbow room, where the children consistently show high levels of energy and fascination.

Expressive Art and Design: Creating with materials: Paint mixing



To support the children's ability to explore and understand the concept of cause and effect. The children were encouraged to engage in an expressive painting activity in which they were provided with the opportunity to mix colours on a paint pallet tray. Juliet, Roxanne, Maya, and Marley showed curiosity and eagerness in this activity, and were excited to begin painting as they smiled and giggled, beginning to **notice and become interested in the transformative effect of their action on materials** and resources. They mixed the colours and enjoyed drawing different patterns using small paintbrushes. Marley said, "I made red colour" as she used red, Blue Jean was asked "What are you painting Blue Jean?", Blue Jean explained: "I am painting flowers and Mummy" Marley then said: "I am painting flowers too". Through this activity they **enjoyed and responded to playing with colour in a variety of ways, for example, combining colours.**

Personal, Social and Emotional Development, Understanding Emotions: Face mask



To support the children's **understanding of their own and others' emotions**, the children were prompted to take part in another painting activity. The objective was to create face marks that depict different emotions such as: happy, sad, and angry. The children were given the **freedom of choice (British values)** and used their creative thinking to decide which emotion they preferred to create on their face masks.

Marley, Leif, and Juliet showed concentration as they contributed their creative thinking and ideas to this activity.

Juliet held the paintbrush with her right hand and explored ways to combine colours as she began to mix red and green paint together. Juliet then went on to make a smiley face on her paper. Juliet drew dots and lines and said 'I draw a happy face' she smiled at the practitioner **expressing the self-aware emotions**. Marley dipped her paintbrush into different colours as she went through the process of completing her painting. When she finished, she used her vocabulary alongside pointing to explain and identify to the practitioner where the eyes, ears and hair were as she pointed to different areas of her painting. Blue Jean made circular motions with her paintbrush and painted on her paper, when asked what she is creating, she proudly replied: "Curly black hair" **using everyday materials to explore, understand and represent their world – their ideas, interests, and fascinations**. Through this activity, **they continued to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression and thinking about their feelings as their brain starts to develop the connections that help them manage their emotion**.



Childrens interests – Continued

The children have previously demonstrated a strong interest in messy play, water play and painting/mark-making, so taking this into account, we planned some structured activities around these interests to give the children the chance to learn and explore colour mixing, cause, and effect, representing their emotions as they paint and decorate, as well as to encourage them to use their expressive arts and design skills.

Personal Social and Emotional Development: Making Relationship – Water play bubbles



The practitioner set up the water tray for the children, she added bubbles, utensils, pots, a tray bowl, and some soft sponges for the children to explore. Maya, Blue Jean, and Marley showed interest in the activity. Maya picked up the soft sponge, dipped it into the water, pushed it down, and scrunched the sponge with her fist, Maya and Marley used their hands to splash the water with the palm of their hands, Blue Jean dipped the sponge into the soapy water and washed the plate, Marley picked the frog as she focused on giving the frog a wash and rubbed the sponge gently over it, Marley said " the frog is clean". Maya washed the pot as she rotated it in a circular motion, she filled the pots and turned the saucepan upside down to see the water go into the tray.

in this way the children **explored the environment, interacting with others and playing confidently while their key person was close by; using them as a secure base to return to for reassurance if anxious or in unfamiliar situations**. The children interacted with one another, **playing alone and alongside others and showed interest in being together and playing with other children**. They were engaged in washing the utensils, they used their **hand and eye coordination** to hold and grasp the objects. They also learned how we keep our utensils clean when we cook or eat using soap and water and how we dry the dishes and put them away. '



Physical Development: Moving and Handling - Messy play



The children took part in a messy play activity as part of their interest-led play. The practitioner added some flour, pasta, and rollers into the tuff spot. Blue Jean, and Juliet picked up the roller and used their hands to crush the biscuits and pasta into small pieces. Juliet tapped the ingredients and used her fingers to feel the texture, she then used the colander and spoon to scoop the pasta and biscuit into the bowl. Blue Jean used her right hand to scoop the food into the tuff spot, added them into her silver pan, mixed it and she said to Juliet "I'm making pasta". [noticing and becoming interested in the transformative effect of their action on materials and resources](#). The children explored different areas during the play and [engaged in conversation](#) with their peers, showing different interests.

Communication and Language, Listening, attention and speaking- What's in the bag - Circle time

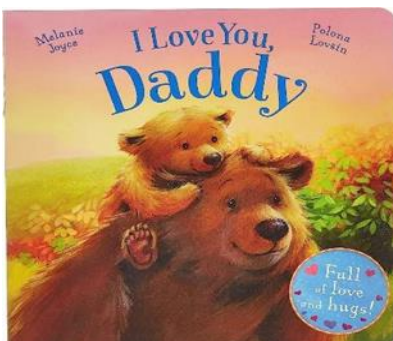
We had a session of 'What's in the bag?', they were separated into two groups of six. Roxanne, Rishi and Aristina were in one group, the practitioner started off by singing "Let's make a circle" to which all the children came and sat down nicely. The practitioner then began to sing "What's in the bag" Roxane picked out a bowl and said "Bowl" using [language to share feelings, experiences, and thoughts](#).



In the second group Zephaniah, William and Gabriel took part, Blue-Jean went first, she pulled an object from the bag and said, "Ball." Following this the children and the practitioner engaged in open-ended conversation, the practitioner asked "What can we do with a ball?" Maya replied "Kickball", Blue-Jean said "Throw" and Marley said, "Catch". Adam then pulled out a cup and was asked "What can we use the cup for?" to which Juliet said "Drink", Maya said "Water". Marley pulled out an owl and made the hoot-hoot sound, when asked where the owl lives, Marley and Blue-Jean said "Tree". The practitioner demonstrated the Makaton sign for the tree which all children imitated. Throughout the session they [listened to one another, trying to join in with actions or vocalisations](#).



Male carers week



We planned and implemented a week to concentrate specifically on the Male carer's day with various activities and materials we offer and provide and use this to create enjoyable and interactive adult-led activities, the children took part in painting, decorating cards and making trophies for their loved ones for male cares day.

Expressive arts and design: Hand-printing cards



The children made hand printed medals; the outcome of this activity was to teach them colours as well as learn different shapes. Maya, Aristina, and Juliet enjoyed painting their hands, Juliet pick up the paintbrush with her right hand using her palm and grip she then started to create up and down strokes with the paintbrush and on her hand. [Enjoying the sensory experience of making marks in food, damp sand, water, mud, paste, or paint](#), Maya used her finger for painting, this is a great way to encourage some hands-on discovery with the added benefit of fine motor and sensory play, she was happy mixing with and making



fun art as they [Enjoy and respond to playing with colour in a variety of ways, for example combining colours.](#)

Creating with materials: Making trophies.



Rainbow Room children created a collage of a trophy using a range of arts and crafts materials, to create a trophy for their dads to surprise on the male care's day. Hazel held the glue stick using a right-hand tripod grip to create lines on the trophy template. The children [continue to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression](#), Hazel then selected purple crepe paper and some glitter to decorate her trophy. Maya used glue and white glitter to decorate her trophy.

Lordell spent 5 minutes carefully spreading the glue on the template, he then used the crepe papers and glitters to decorate his trophy. Also, children [used language to share feelings, experiences, and thoughts](#). Roxanne and William spent about 3 minutes at the activity table which builds on their attention span, William held the glue stick using a palmar grasp and created circular marks on the template, he then used his right hand to-pick up a handful of crepe paper to decorate his trophy. William then held the glitter tub and carefully poured some of the glitter onto his trophy.



Interventions/Exploring vegetables and herbs

As we have some children who require more support during meal times, we carried out healthy eating activities to support the children create their taste buds and try different textures of food.



Physical Development, Understanding - Fruit smoothies



The children took part in a fun and healthy activity and made fruit smoothies using fresh fruit to build on the children's knowledge and understanding of healthy eating, the outcome of this activity was for them to **develop their fine motor skills, gross motor skills, and hand-eye coordination**. Marley, Juliet, Aristina, and William all enjoyed cutting bananas for making the smoothies while cutting the banana they had the



opportunity to taste the fruit, which gives them an idea of sweet and sour tastes. The children also got the opportunity to **explore capacity by selecting, filling, and emptying containers, e.g.**, filling cups full of fruit Juliet was exploring her senses and started to squish the banana in the palm of her hand she then picked up a piece of the banana. The children were able to use a choice of colour cutting boards and knives which gives the children to learn independent skills and how to use a plastic child friendly knife safely also promoting healthy eating.



Expressive arts and design: Fruit printing collage



The practitioner gathered some resources for the activity of fruit printing we used a large piece of paper to form our collage and used a few different fruits, as we put them into the platter. We used the paint pallet and mixed the green paint to dip the fruits into the paint and stamp them onto the paper.

William, Marley, Juliet, Maya, and Hazel participated in the activity we encouraged the children to pick up the paintbrush and mix the powder paint with their brush to make the paste this allowed the children to **enjoy and respond to playing with colour in a variety of ways, for example combining colours** The practitioner asked Marley "Can you name this fruit?" as she held each object in her hand to show what fruits they are Marley replied "Banana and Strawberries" Juliet replied "Apple", the practitioner

demonstrated to the children to pick each fruit into their hands and dip them in the paint gently and create marks in the paper, Hazel picked the strawberry and placed it onto the paper and moved her hands away. The practitioner said "Hazel lets pick up the strawberry" this gives the opportunity to **continue to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression**. William picked the banana and dipped it into the paint and made a few prints on the paper, Marley chose the pear and made a wonderful print beside the other fruits. Juliet dipped her hand into the paint and made a little handprint as the practitioner gave her the fruit. The children were engrossed in the activity for a long period of time. We also talked about the



different varieties of fruits we see in the shops. Marley said, "I like bananas," Juliet said, "I like apples" followed by the rest of the children saying they like apples too. This activity is part of the children's sensory play the children were able to use their fine motor skills and grasp the object into their hands and see the different shapes and sizes of the fruits and colours printed as they explored.

Bonus classes

French - Communication and language: Speaking



The children took part in their fortnightly French session, to begin Debbie introduced the children to her friend 'Bear' she then gave Marley the bear and asked her to wave numerous hands to her in French and say "bonjour", the rest of the children each had a turn to say hello to the bear.



Next, Debbie brought out her beach ball, William was the first one to hold the ball Debbie then said "Je m'appelle" William then he repeated after Debbie Je m'appelle" William" All the children participate in finger and action rhymes, songs and games, imitating the movements and anticipating actions. The beach ball was passed around to all the children for them to introduce all the children finished the sentence by saying their names. Debbie then went through the different types of transport in French such as bikes, motorbikes, cars, trains, and rockets she then encouraged the children to pretend they are different types of transport while dancing around in their space. Debbie finished the session with a goodbye song and used bubbles, all the children enjoyed popping the bubbles with their fingers.



Physical Development: Moving and Handling Tiny mites



The children took part in another exciting session of Tiny Mites, to begin with, they sat in a circle listening and imitating the actions of the Tiny Mite's song as Janine began her session. Zephaniah, Lordell, and William imitated the action to the song "Come everybody clap your hands", Zephaniah stamped his feet and clapped his hands.



Janine then played a car song and gave out coloured plates Juliet held her plate and kept turning it round and round whilst saying "beep beep" whilst moving in response to music, or rhythms played on instruments such as drums or shakers. Hazel was hesitant to join the session she stood by observing



the session, every time the practitioner called her over, she became shy and preferred watching the music and movements.

Janine moved on to the next song which required the use of a range of colourful scarves which she pulled out of her bag one by one and handed out to the children as they waited patiently. Maya and Roxanne held a scarf and waved them in the air using their right hand with enjoying the songs and movements. The children **participated in finger and action rhymes, songs, and games, imitating the movements and anticipating**. When Jannie finishes singing the song, she took her bubble machine and started the bubbles Hazel she slowly moved forward and used her right index finger to pop the bubble and all the children join well popping the bubbles and having lots of fun.

Sunshine Room

Fun activities

During the half-term week, the babies had fun playing games, we ensured the activities were fun but challenging to keep them stimulated and engrossed. We provided the babies with messy play, water/sand play, ball games, soft play, and parachute games.

Expressive Art and Design: Creating with Materials - Sensory Tactile Playdough

The children participated in a sensory play dough activity, they used play dough which the practitioner had prepared and then decorated it with various items such as pom-poms, glitter, tissue paper, and colourful sticks. Marlow went straight in for the activity and enjoyed putting all the tissue paper on the play dough. He stuck the sticks into the play dough and enjoyed poking them in and out. Vincenzo enjoyed squishing

the play dough in the palm of his hands and mixing both the red and yellow play dough together, he **enjoyed the sensory experience of making marks in the play dough**. Mia collected all the pom poms and put them all on the play dough. Leo put the sticks and pompoms onto the play dough and said, "Oh wow", **imitating the words and sounds** of the practitioner. The babies all enjoyed and engaged in the activity by feeling the **different textures and exploring different decorating materials**. The children used their **fine motor skills** by placing the different items on the play dough.



Physical Development: Moving and Handling - Soft Play

All the babies had fun playing with the soft play, Marlow rolled up and down the soft play area. He also **used his gross motor skills to climb up** the soft play objects. The practitioner said the names of the different shapes of the soft



play pieces such as 'circle' and 'triangle', to which Marlow [pointed to the objects with his index finger](#) and said "triangle" and "circle", using [single words](#). Leo enjoyed throwing himself on the soft play which made him giggle. Vincenzo sat on the bridge piece, while he was sitting on it he rocked back and forth and said "Row row", he then started to climb the circle piece. Mia was using the triangle as a slide, she sat on the triangle and slid down while she was doing this she said "wee" and started to laugh.

Childrens interests

We focused on the children's interests involving sensorial play with jelly, rice, pasta, paint, and water play. We added different items of interest like food play and food tasting. The children explored many different textures and materials whilst engaging in fun activities.

Expressive Art and Design - Creating with materials - Sensory Play-Dough

The children made playdough using different resources and ingredients. The practitioner set out a messy mat and added some bowls and spoons, flour, water, and oil. This activity showed the children how to follow a recipe with the practitioner's support.



Marlow, Vincenzo, Nell, Jayce, Mia, and Leo participated in the activity. As they waited, they listened to the step-to-step instructions using single words. The practitioner said, "Vincenzo take two scoops of flour and put it into your bowl". The children had a choice of three different coloured paints, Vincenzo [pointed to the blue powder](#) added it to his bowl and confidently mixed the dough. This shows that Vincenzo [understood the practitioner's instructions and followed along confidently](#). Vincenzo put his hand inside the bowl and said "Look sticky" as he showed to the practitioner [describing the play dough using descriptive words](#). Mia took two scoops of flour and added them into her bowl and pointed with her index

finger and chose the pink flour, she added a bit of water with the help of the practitioner and used the wooden spoon to rotate in a circular motion. Marlow chose yellow, red, and blue and was very focused, as he put them into his bowl and added water bit by bit. He then used his hand to mix the dough. [The babies used their hands to mix the dough which enhanced their sensory development](#). Leo grasped hold of the dough, stretched it out with his hand and felt the texture of the dough. Jayce chose red and yellow powder paint and used his hand to mix the dough. He mixed the colours to make marble dough. Mia, Vincenzo, and Nell used their hand to tap the dough onto the table and stretch the dough. The babies were engrossed in the activity as they enjoyed making the dough and [learnt to feel the texture of the dough as part of sensory play, they also were able to use their hand-eye coordination and fine motor skills and demonstrated an understanding of the instructions with the practitioner's support](#).



Physical Development Moving and Handling - Paint Rollers

The children participated in a paint stamping activity. The practitioner put out two paint trays, one with red paint and one with green paint, some sand rollers, and paintbrushes along with a big strip of paper. This



allowed the children to make choices about which materials to use along with a selection of different colours. The practitioner modelled the activity to the children and how to use the hand rollers. Marlow and Nell imitated the practitioner as they dipped the sand rollers in the paint using opposite sides of the papers and laughing.

The children interacted with their peers during the activity and developed communication skills such as frequently imitating sounds and words. Vincenzo also joined in and used another roller and made lines, he was happy with the outcome and said, "Oh wow", soon after Vincenzo decided to put his right hand in the paint and spread it on his paper enjoying the sensory experience of the paint and feeling the texture on his hands. This shows the babies are able to make connections between the movement and marks they made. Leo enjoyed using the paintbrush to do the activity and dipped his hands in the paint making handprints. Leo mixed the two paint colours together and preferred to make lines on the paper using the brush. This enhanced Leo's sensory development as he felt the paint and used his fingers to make patterns enjoying the sensory experience of damp paint. Jayce was initially a bit hesitant but after seeing the paint, he got involved and used the rollers. Jayce dipped the roller in the green paint and made marks on the paper. Mia used a paintbrush, she also dipped her fingers in the paint and made random marks using her fingers on the paper, she mixed the red and green paint together. The children were engaged with the activity and developed their senses by feeling different textures, putting together various patterns and mixing colours together.



Male Carers

Sadly Wednesday 14th was Marlow's last day at nursery, so we made it special for him, we made him a card, sang to him and threw him a party, danced and wished him farewell.

Male Carers Week

During the Male Carers' Day event, we provided activities that promoted the carers in the babies' lives and the babies took lovely work and gifts home for their male carers. Taking into consideration the babies' interests for all activities, throughout the week we provided books about dads, and made frames, ornaments and trophies for them to take home. We set up the construction area, dressing up clothes, and promoted sports such as football and tennis.



Physical Development/moving and handling - Salt Dough Handprint Ornaments



The babies all participated in making salt dough; they mixed oil, flour, salt and water together in a bowl and took turns adding the ingredients. The practitioner went through the ingredients with the children as they added them to deepen their understanding. Marlow and Vincenzo both said "My turn, my turn" when they wanted to mix. This showed they used two words together. Achike also wanted to have a go



mixing; he said, “making play dough”. Once the dough was formed, the children had a go of kneading and making shapes with the play dough. This developed the children’s **sensory development as they are feeling the texture and making marks**. Jayce and Nell liked feeling the texture of the dough, Jayce threw it as if it was a ball. The babies sat around the table as the practitioner gave them small pieces of dough and demonstrated how to make a handprint in the dough. This allowed the babies **to imitate and try doing this in their own way making a connection between the movement and the marks they made**. Marlow used his hand to press down to see his handprint and then placed it onto the baking tray. Leo used the palm of his hand to push down the dough and slowly lifted one hand up to see his handprint. Achike also put his hand on the dough and pushed it down.

Expressive Art and Design: Creating with Materials - Making Trophies :



One afternoon the babies created trophies for their fathers/male carers. The practitioner prepared this activity by sticking two paper cups together to create the body of the trophy and put out some pipe cleaners to use as the handle of the trophy and some dad slogan paper cut-outs. The babies watched intently to see what the practitioner was doing and were ready to imitate, this also supports their ability to **notice and become interested in the transformative effect of their action on materials and resources**. The babies gathered around the practitioner and the practitioner modelled how to put the pipe cleaners through to create the handles

of the trophy, they watched closely, and Vincenzo attempted to poke the pipe cleaner through but couldn’t and looked up at the practitioner and said, “oh no”. This showed that Vincenzo **understood what needed to be done and sought help**. The practitioner helped Vincenzo put the pipe cleaner through the holes in the cup and he got very excited. Leo was intrigued about what the cups looked like and the fact that they were joined together. Sandara felt the pipe cleaners and enjoyed holding them in her hands, Jayce also enjoyed doing this. They all **explored the texture of the pipe cleaners and developed their sense of touch**. Marlow attempted to stick the cut out on the cup, and with support from the practitioner, he achieved this and was smiling **showing a sense of pride**.



Sea life week

As the weather has been hot, we have been enjoying lots of water play. We extended the babies’ interest in water play further by exploring sea animals and sensorial play and linking it to the ocean sea life world. The babies showed interest in sensory textures, tactile play, and messy play as well as creative arts and crafts, so through this interest, we incorporated sea life activities such as sensory bins, making ocean slime, printing shells in salt dough, creative octopus, turtles and fishes. The indoor free play reflected the theme with soft and plastic sea creatures, shells, blue materials, sand, water, pebbles, and images around the room.



Expressive Art and Design: Creating with materials - Beach Collage



The babies made a collage of a beach, they were provided with materials such as blue tissue paper, glue, sand, and paper stars to make the collage. This was to support their ability to notice and become interested in the transformative effect of their actions on materials and resources. The practitioner showed an image of the beach for them to link this with their activity.

The practitioner supported the babies by adding glue to the tissue paper and adding it to the large white paper. Nell, Leo, Mia, Vincenzo, Sandara and Jayce took part. They really reached in to use the spreaders and brushes, scoop the glue, and watch it drizzle over the paper, some were able to spread it in different ways holding the glue stick in their dominant hand. They noticed the glue and tissue paper sticking to their fingers and Vincenzo said, "sticky". Mia enjoyed tearing the tissue paper and then adding it on. Nell and Leo liked using the glue, they spread the glue along the paper using brushes. Sandara was putting the tissue paper carefully on the paper. The babies then added orange and yellow cut-out stars. They explored the different textures and used their senses to feel the various materials. They all took turns adding the stars on the paper on top of the tissue paper.

Each baby was given a handful of sand and imitated the practitioner by sprinkling the sand onto their work. All the babies enjoyed this part, Leo repeatedly said "more" and Vincenzo said, "Vinci hand". This shows the babies' enjoying the sensory experience of making marks in damp sand or paste. Once the activity was complete, the practitioner showed the babies pictures of the sea animals to introduce the theme of the week.



Physical Development/moving and handling - Making octopus

Another activity the babies took part in was making a crafty octopus. This supported their hands to start to operate independently during a task that uses both, with each hand doing something different at the same time. The practitioner handed each baby a template of an octopus and set out some decorations such as pom-poms, pipe cleaners and stick-on shapes, alongside some glue. The babies started off with putting glue on the card, Leo went straight in and enjoyed dipping the brush in the glue and putting it on the card. Vincenzo and Mia added the glue independently, they spread the glue with the glue spreader showing the use of a dominant hand, and got ready to stick the decorations on. Sandara dipped her finger in the glue and then used her finger to spread it on the card. Jasper held the paintbrush with the practitioner's support and spread the glue. Mia carefully placed the pom-poms on the octopus and made a line of pom-poms. Vincenzo liked to put the stick-on shapes on the card and put a whole handful on the octopus. Leo put all the decorations on and covered each part of the octopus. Jasper put the decorations on the card with



the support of the practitioner. They noticed and became interested in the transformative effect of their actions on their materials and resources. They were shown a picture of an octopus and explained that this is what they were making, this helped the babies have a visual representation of what they were creating.

Physical Development/health and self-care – understanding the importance of brushing our teeth. Oral Hygiene



We introduced the babies to oral hygiene by demonstrating to them how to brush their teeth. As oral hygiene is an essential part of our daily care routine this is an activity we will implement and encourage more often. This will support all the babies' independent skills and to brush their teeth more at home making it an enjoyable experience. The leading practitioner used some images and props to show them how we brush in circular motions along the bottom teeth and then again along the top teeth. All the babies were showing concentration in this activity for an extended period of time, they had a toothbrush and a sculpture to practice on as they imitated the practitioner, the babies also practiced brushing their own teeth with their individual toothbrushes during the session.



Bonus classes

Tiny Mites –Communication and Language/listening and attention.



The children engaged in songs and dancing with the Tiny Mite's teacher, Janine. They imitated the actions that Janine was doing and enjoyed watching. They enjoyed rhymes and demonstrate listening by trying to join in with actions or vocalisations. The children were a bit hesitant at the beginning but after they watched the teacher, they interacted more and became more comfortable. They listened to the Incy Wincy spider song with puppets, Sandara and Jayce enjoyed this the most as they recognised the song and imitated the actions. They were able to move their whole body to sounds they enjoy, such as music or a regular beat. It also shows confidence as the children are participating in the songs, they are familiar with, frequently imitating words and sounds.

The children were given a colourful scarf to use for the next song. Marlow, Vincenzo, Nell, Sandara, Achike, Jayce, Leo and Amiyah all enjoyed this part and joined along with the peek-a-boo song. Janine also had a bubble machine and all the babies joined in to pop the bubbles and danced around. They chased the bubbles and laughed once they popped them. We ended the session with the goodbye song.



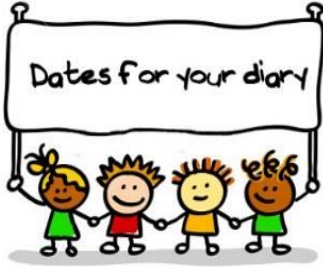
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Look out for all updates



Graduation Party
Monday 17th July

Annual Trip with parents
Friday 21st July
Nursery premises closed for trip

Summer Holiday
Last day Wed 16th August - Nursery closes at 4 pm
– Re-open Tues 5th September
Mon 28th August – Bank Holiday
Mon 4th Sept inset day

Comments/ Suggestions

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

Name (optional): _____ Date: _____