



Staff Award 2023 winners



A special congratulations to Laiqa & Peri, our two winners from each nursery (Peri from Brook & Laiqa from Ottaway).

A very Happy Birthday Alaia, Amiyah, Jasper and Wesley

Laiqa has been working for Rooftop Nursery for over a year, she started as an apprentice completing her level 3 childcare qualification through her hard work and dedication she has been promoted to a senior member of staff. She is a highly valued member of staff and is very involved in the day-to-day running of the nursery. As a token of appreciation, Hafiza has awarded Laiqa a week's paid holiday which will be taken in August. Well done Laiqa and enjoy the break!



Thank you to all parents who took the time out to vote. Some of the praises from the parents were read out during the ceremony and were also given to each member of staff who received a vote.

We also had awards for other categories such as Outstanding Staff Members, Most Indispensable Role, Best Achievement, Loyal Staff, Best Teamwork, and Excellent Commitment to the Team.



Here are some amazing quotes from the parents.

For her commitment and dedication to creating a nurturing and stimulating environment for our son and other children, as well as building a strong foundation for their children's future.

Thank you.

Laiqa has such a calm, reassuring presence, she's very friendly and my child really speaks highly of her, I feel my child is in great hands with all the staff.

Since my child has moved into Star Room she has always been very helpful and supportive to him, she does her best to make my child feel at ease when he's not in the mood, and she also helped my child learn new words and communicate in English, she is always there to fulfil all her responsibilities and duties with her whole heart and dedication.



Thank you to Hafiza for treating all the staff to their token of appreciation gifts as part of the Staff award ceremony and for taking us out for a lovely meal. We are gifted with an amazing and inspirational leader.

Thank You!



Male Carer's Day: On Friday 16th June 8.30 – 10.50 am- keep your morning free!

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

Reminders!

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 pm and finish at 1.30 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 for this special occasion.

Please get in touch if you would like to help us out.

Upcoming parent's afternoon: Thursday 22nd 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 will be held on Thursday 30th June 2022, for those children that were due Health reviews. Thank you for taking time out for this meeting.

Photo shoot on; Wednesday 5th July 2021 at 9am.

We will have a nursery photoshoot that includes group, sibling, and individual photos too if requested. Please look out for the form we will give out soon.

If this is not your child's usual nursery day you are welcome to drop them off at 9 am and pick them up by 10 am so they can be part of the group photo.

Be sure to dress your children in **bright and colourful clothing** to stand out!

Please ensure your child arrives by 9am to avoid missing the group photo.

Sunshine Room

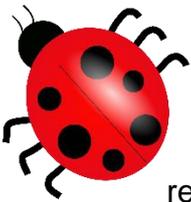
Exploring Minibeasts



Sunshine room children focused on minibeasts as based on our previous activities the children showed interest in playing in the garden and exploring the plants and leaves along with identifying the creatures in the soil and the flower bed, which helps the children to explore and build on their understanding of the world. In line with our minibeast theme we will be carrying out messy activities such as exploring jelly and adding plastic insects inside potato printing to create ladybirds and using paint to create fingerprint spots as the babies have shown great interest in a range of messy activities.

As the babies are exploring in their natural environment, we carried out a minibeast hunt in the back garden and explained what they were required to do using simple words for babies to understand.

Physical Development: Moving and Handling - Potato Printing Ladybirds



The babies were gathered at the table with their aprons on as we explained that they were going to paint some ladybirds. We used a book and showed them an image of a ladybird as a visual reference. We also used potatoes cut in half for printing, the practitioner demonstrated how to paint on the potato and gave them all a potato with red paint on it and they were shown how to print it onto the large paper. Vincenzo, Mia, Nell, Marlow, and baby Jasper took part at first and were very interested in printing as they [all stamped the potato down repeatedly](#).

Mia and Vincenzo reached out to put more paint on their potatoes, Nell put her hand in the paint then she attempted to mouth the potato. Once we covered the paper in red circles the practitioner then showed the babies the next step. She demonstrated on the laminated card how to paint the black dots on the ladybird and counted from 1-4. Then they were asked to paint dots too and were given small paintbrushes to use to form dots. Mia and Vincenzo began [making random marks](#) to which the practitioner demonstrated dots repeatedly and then they were [able to imitate](#), Jayce and Leo then joined in showing interest too.



Physical Development: Moving and Handling

Jelly Sensory Play

Sunshine room children carried out the activity in the garden and explored coloured jelly in a tray with utensils and insects. This was to support their [sensory experience](#), [learning colours and experimenting with insects](#). Leo and Marlow put their hands in the jelly first, they both made funny faces as they were not sure of the texture, but the practitioner encouraged them to feel it again and gradually got used to it. Marlow put his cars inside and found it amusing to pick the bowl up in a [palmar grip](#) and scoop the jelly and flick it out of the water tray, the practitioner explained that it needs to stay in the tray. Overall, the babies [enjoyed the sensory experience of making marks in the jelly](#) and exploring the texture.



Physical Development: Moving and Handling –

Tactile play with insects

The babies were excited to engage in food tactile play with Rice Krispies and spaghetti in the water tray combined with minibeasts supporting their [fine motor skills and sensory experience](#). We added wooden logs and different insects for babies to see and feel the texture.

Marlow, Vincenzo, Ruby, Jayce, Leo, Nell and Mia were picking different objects. Marlow picked the spoon and scooped the Rice Krispies and as he put the spoon down, he took a pinch of Rice Krispies to taste. The practitioner pointed as she counted the spider's legs [supporting the use of numbers in play](#), and Marlow, Jayce and Mia listened and observed. We also encouraged the babies to explore and name each different creature by using simple words such as *spider*, *fly*, *centipedes* and so on [encouraging new vocabulary](#). Mia and Marlow picked the magnifying glasses [using their palmer grasp](#), to observe the different sizes of the creatures as they took a close look at them. Ruby picked up the tiniest Rice Krispies, she held it between the tip of her fingers, rolled and threw them back into the tray. This activity enabled the babies to learn about different insects and look at [different shapes and sizes of objects](#).

King's Coronation

As Britain celebrated the King's coronation over the weekend between the 6th and 7th of May, when the babies returned to nursery the following week, we introduced them to the King's coronation and set the room up with objects related to the British theme and the coronation. The babies participated in activities like creating crowns and dressing up, and what's in the bag.

Communication & Language/Speaking & Understanding the World - What's in the bag?



The aim of the activity is to support their **use of single words and putting two words together, repeating and imitating words and sounds** as well. We started the session by singing “What’s in the bag?”, Marlow and Leo sat first showing interest in the bag. Leo pulled out the flag and the practitioner repeated the word to encourage him, then he took out a second item which was the photo of the king but then Leo got up and left. Marlow took the photo and attempted to say “king”, looking at the photo closely and we pointed to his crown, **Marlow seemed curious about the picture and was very interested in the photograph**. Marlow took another turn and pulled out a peek-a-boo book, the practitioner read through the book as they all showed interest and **concentrated intently on the book**. we pointed and labelled the images in the book, and used keywords such as *boy, girl, train, cycle, bridge, pond, king, carriage, and corgi the dogs*. At the end of the book, it has a mirror where they got to see themselves and smiled as the practitioner said peekaboo.



Life cycles

The babies explored the theme of life cycles, following their interest in the minibeast theme the previous week.



They have been exploring lots of different insects and bugs. The babies were shown the life cycles of tadpoles to frogs and caterpillars to butterflies, and looking at pictures of how different creatures and plants change and grow at different stages.

Understanding the World – Bug Hunting

We hid some bugs in the garden and prepped the babies informing them that we are going to look for ladybirds and spiders outside. This made them eager to go outside, showing that they are **curious and interested to explore new and familiar experiences in nature such as grass, mud, puddles, plants, and animal life**. Once we went into the garden, we led the hunt by asking “Look what’s over there?” Vincenzo, Mia, and Marlow followed toward the flower beds, and they found the bugs. Mia noticed the butterfly on the floor next to the slide, Marlow found a beetle; Vincenzo found the rest in the flower beds and said “Spider, ladybug, grasshopper” as he repeated after the practitioner who helped name them.



Vincenzo was very engaged running to the next flower bed to find more, this shows he can **assert his own ideas and preferences and takes notice of other people’s responses**. We also noticed and pointed out the caterpillar and butterfly pictures on the fence. Nell and Leo also followed, and Sandara was with her key person. The activity went well, and most **babies understood the concept of the game** as this is the second time, we carried it out and babies generally enjoy looking at and **finding hidden objects**.

Physical Development – Moving & Handling – Making Playdough



One of the ways we support the children to develop independent skills is by making play dough. We gathered some flour, oil, water, bowls, spoons, and powder paints to colour the dough. The practitioner encouraged the babies to scoop out the flour independently but also supported them to pour it into their individual bowls to **support their independent skills**. The practitioner instructed them to take two scoops of flour, as they **understand simple sentences**. We encouraged them to use the wooden spoon to stir and mix the dry ingredients, whilst adding the green and red powder to make a brown colour.

The practitioner supported Vincenzo to pour the water and Mia also held the jug of water and poured it into her bowl.

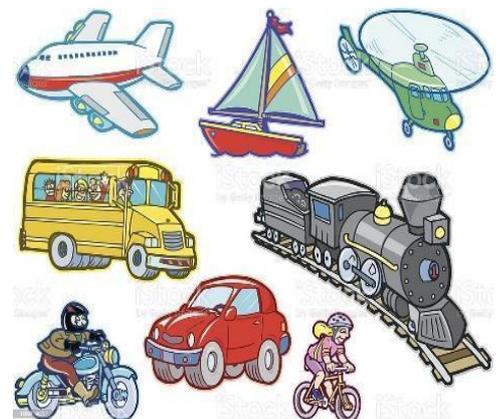
They used a spoon to mix the flour in a circular motion whilst holding the bowl, demonstrating the developing ability to use their **hands to operate independently during a task that uses both, with each hand doing something different at the same time**.

Mia was very focused on stirring and as the practitioner added oil into the bowl, we gathered the dough and Vincenzo said it's "sticky", repeating after the practitioner and Marlow looked at the dough and felt the texture and stretched the dough with both hands, the practitioner modelled kneading the dough together, Vincenzo and Marlow imitated using the back of their hand to pound the dough, **they enjoyed the sensory experience of making marks in the play dough**. when the practitioner asked what colour, the dough was, Mia responded, *brown*. All the babies got a chunk of the dough to play with, Leo and Vincenzo both used their right index finger to poke holes into the dough, they both looked very satisfied by this, Vincenzo said "Wow" as he was doing this, and Leo was babbling excitedly, this **activity encouraged the children to listen to simple instructions**.



Transport

One of our next themes was inspired by some of the babies' interest in playing with cars. We implemented different activities such as car races in the back garden, making DIY playdough using road work vehicles, using paint to form tyre tracks, collage of a car, creating a sensory car bin for the children to explore, and made a car using junk modelling. They showed a great interest in different types of vehicles as they played with the garage and water trays, and we even used large bamboo sticks for the children to roll the cars up and down.



Physical Development: Moving and Handling - Tyre Track Painting

The practitioner set up large pieces of paper with red and green paint in a pallet to dip the cars in for printing, there were a variety of vehicles so they can make different tyre tracks. This activity allowed the children to explore different tyre track patterns whilst mixing the paints and colours together. The practitioner modelled how to carry out this activity by dipping and running two cars along the paper, Marlow, Vincenzo, Nell and Mia took part and were each given a car and paint to share. They dipped their vehicle in the paint and ran it up and down, then left to right on the paper. This shows that the children are [listening and focusing on what the practitioner is doing and imitating what is being done](#).



Mia started dipping the cars in the paint and making tyre prints on the paper, but she then started dipping her hands in the paint and making handprints. This shows that Mia is [using her senses and exploring the texture of the paint directly with her hands](#). Marlow dipped the cars in the paint and put them on the paper, once the tracks were made, he pointed at them. This suggests he is [making connections between the movement and marks they make](#). Nell enjoyed covering the car in paint, and she then spread the car on the paper which made streaks on the paper. Vincenzo enjoyed the track painting activity and made various tracks on paper with both coloured paints. He also imitated what the practitioner was saying such as “look, tracks” and “oh wow”, being [able to put two words together](#).



Understanding the World: - Vehicle Sensory Bin



The practitioner set up a builder’s tray with mini cars, pasta, oats and pebbles. Vincenzo was very excited to start the activity and ran up to the tray when he saw what was being set up. This shows the children were interested and excited about the activity. Vincenzo played with the oats and pasta, put it into the car, and tipped it out. He enjoyed doing this repeatedly. Marlow enjoyed feeling the pasta, he noticed that the pasta was shaped like a bear and said “Bear” showing an [understanding of animals](#) and using [single words](#). They were [feeling different textures and exploring](#) what was inside the tray. Nell liked to feel the different textures of the sensory bin. He

played with the cat and imitated the practitioner as she dragged the car through the oats. Leo was curious about the different types of objects in the tray and wanted to sit inside the tray and use [his senses by exploring the various tactile resources](#). Mia put the oats and pasta into the car and emptied it out, she did this repeatedly. Sandara was intrigued by the activity and enjoyed watching her peers play with the sensory objects. She later joined in and pushed and rolled the cars back and forth using her gross motor skills.



Bonus classes

Tiny Mites

During our fortnightly Tiny Mites session, Janine, the tutor, introduced the session with the Tiny Mites Club opening song and then handed out colourful plates to each child to use as a steering wheel during the car song to get the children to engage and interact. Then they used egg-shaped shakers during a dinosaur song which encouraged them to make sounds and finally, they all got up excitedly when they saw Janine blowing bubbles, **moving their bodies and arms around** to reach the bubbles to pop them.



Yoga

Sunshine room children had the opportunity to take part in our weekly yoga session in the garden due to the nice weather, the practitioner laid the rubber mats down and encouraged the babies to join in and follow her lead.



Mia, Vincenzo, Marlow, Sandara, Nell and Jayce all joined in, we laid down, loosened our bodies relaxed and breathed. After a couple of minutes, the practitioner slowly encouraged the children to

stand up and bend down whilst attempting to and touch their toes. Mia reached her hand down to her toes and stayed in position for five second as Vincenzo also reached down and touched his feet. We then reached our hands forward to touch the mat and stretched our feet. The babies were then asked, "let's hop like a frog" how does the frog sound "ribbit, ribbit" and they hopped with both feet. The children also used their hands to stretch out like a butterfly as practitioners demonstrated and said "flap your



arms up and down and spread your wings and fly. The children were able to begin to make believe by pretending using sounds, movements, words, objects.

Rainbow Room

Healthy lifestyles

We introduced the children to the topic of healthy lifestyles during the national walk to school week, an annual event to encourage children and their parents to walk to school. We encouraged the children to try different types of fruits in order to explain how the fruits tasted. The children also had the opportunity to chop fruits, improving their gross motor skills.



Physical Development- moving and handling - chopping fruit.

In order to support the children's gross motor skills Rainbow room participated in chopping some delicious kiwi and plums based on their interest in fruits. The children were each given a small plastic knife and a chopping board. They had a choice to either chop kiwis or plums. Marley chose first, she wanted to chop a kiwi so the practitioner peeled and gave her half a kiwi, she was using her right hand to hold the knife to cut and her left hand to hold the fruit in position, she used a pincer grip. Rishi also chose to cut a kiwi, and he was using the pincer grip to hold his fruit. Maya chose a plum, initially she needed support but was able to cut the plum by herself gradually. Blue Jean chose a plum and she told the practitioner that she wanted to do it by herself with no assistance, she positioned the plum in different ways to chop it. Gabriel and William later joined, and they both chose to chop plums. William poked the plum to make a hole and then attempted to cut it into small pieces. This activity supported the children to show increasing control in holding, using and manipulating a range of tools and objects such as a plastic knife.



Communication and language- Fruit tasting

To support the children to enjoy sensory experiences we decided to do fruit tasting to enable the children to express how the fruits taste and feel in their mouths. All the children participated in this activity, they were asked what they have in their cup, Marley picked out a plum and



pointed it towards the practitioner and said, "I have a plum" and then she took a big bite of the plum. The practitioner then asked a variety of questions such as "Is it sweet?" William nodded his head and showed the practitioner his kiwi.



Rishi had a few nibbles of his plum; the practitioner then asked the children if their fruits are big or small. Maya copied familiar expressions when Maya finished eating her fruits, she showed the practitioner her cup and said: "finished". Zephaniah repeated after the practitioner "plum" and "kiwi"

King's Coronation

We introduced the children to the coronation of King Charles III. We carried out many messy and fun activities like making crowns and flags. While doing these activities we explained to the children what the coronation is, that the ceremony was held at Westminster Abbey and Queen Camilla was crowned alongside him before a huge parade back to Buckingham Palace and that many people across the UK and beyond have celebrated the coronation of King Charles III.



Expressive Art and Design: - Making crowns.



To support the children's understanding of the coronation of King Charles III they made crowns where they were encouraged to use a **variety of different materials of their choice**. On that day, Rainbow Room had 3 children, so we combined with Star Room children. Zephaniah followed his peer's actions and picked up the glue spreader with his right hand and dipped it into the glue pot. Hazel also dipped her glue spreader in the glue and started to swirl her glue stick and watched the glue drop onto her paper. Each of their crowns were decorated with a range of arts and craft materials to complete their beautiful crowns.



Making Candle Holders- **Mathematics**

To support the children's ability to understand language involving quantity, the children engaged in a salt dough-making activity where they were encouraged to make candle holders of different **shapes and sizes**. The children began the activity by **measuring out the ingredients** in spoons such as two spoons of flour, and one scoop of water. They used large wooden spoons to stir the mixture together then added four small spoons of salt in the mixture and continued to mix it.

Throughout the activity, the children had mixtures that were too sticky or too dry and used their **problem-solving skills** to achieve the right texture for the salt dough. They achieved this with the support of the practitioner who asked them to think about what their mixture needs and why for example by adding more flour or water. The children were encouraged to use their language to describe how their mixture looked and how we could improve it, using language such as: "*sticky*", "*dry*", "*more*" and "*add*". They then rolled their dough and cut them into their desired shape then poked the centre to make a little dent for where the small candle will lay once it has been dried.



Expressive Art and Design - Sensory bottles

To support the children's fine motor skills, the children made sensory bottles. Maya, Henry and Leif enjoyed making them, they used pom poms, colourful paper, bottles, glue and glitter, [playing alongside other children who are engaged in the same theme](#). The children had options to pick out what size bottle they wanted, Maya pointed to the small bottle and said she wants the "small one". Maya started the activity and she wanted to use the shiny cutting of paper in her bottle. She said that she wanted to make one for her grandma and when the practitioner asked why, she said to show the pretty colours, [using tools for a purpose](#). Phoebe used the fluffy pipes in her bottle. She was using her fingertips to pinch the paper cuttings and push it into the bottle. She asked the practitioner for some glitter, and she held it steady and asked for the practitioner's help to tap the bottle. The practitioner demonstrated how she was going to make her sensory bottle and encouraged blue Jean and William to join, as they enjoyed seeing the practitioner [create sounds by rubbing, shaking, tapping, striking or blowing](#).



Henry used the bottle, and he was picking up and feeling the pom poms. When asked he started smiling at the practitioner. William tried to unscrew the top of the bottle and kept saying "help" for the practitioner to help him. He then searched through the paper for silver and gold paper to place into his bottle. Blue Jean wanted a bottle and she said, "can I have one please?". The practitioner gave her one and she started off with the glitter and pom poms, when she was finished, she asked for some water, and she attempted to put the water in the bottle, [using available resources to create props or creates imaginary ones to support play](#).

Healthy lifestyle and physical activities

Physical Development - Exercise and sports

As an extension of the previous week's topic, we decided to investigate a different part of healthy lifestyles, exercise, and sports. It is important that children participate in exercise and sports because it improves attention and memory, reduces the risk of depression, builds strong muscles and endurance, improves blood pressure and aerobic fitness, helps maintain normal blood sugar levels, reduces the risk of several chronic diseases, including type 2 diabetes and obesity, strengthens bones and helps regulate body weight and reduce body fat. Some of the activities that children would be doing are running, volleyball, football games, making tennis rackets, and playing tennis. This would help with [improving their fine and gross motor skills and promotes physical development](#).



Expressive arts and design –

Making lolly pop sticks tennis rackets

To support the children's expressive arts and design skills we made tennis rackets using lollipop sticks. Roxanne showed a lot of interest in this activity, she used glue sticks to spread the glue all over her paper using her right hand she then started to make up and down motions with her glue stick. She asked the practitioner to make her pipe cleaner in a circular shape so she can put it on her paper, using tools for a purpose. Maya showed interest, she was observing the practitioner doing her one. Juliet joined in and she spread glue on her hands, and she was sticking it on the paper, she then put three pipe cleaners and placed it on the paper, playing alongside other children who are engaged in the same theme. Aristina was observing her peers and she was asking the practitioner what they are doing.



Physical Development - Tennis

To support the children's gross motor skills, we played tennis in the garden. Blue Jean, William, Adam, and Maya participated in this activity. The practitioner asked all the children if they wanted to play tennis in the garden Marley and Maya shouted "Yeah!" And then all the children ran to the garden to get pick up their individual rackets. Blue Jean and William played very well with each other and were attempting to throw the ball at each other. Blue Jean picked up the ball with her left hand and held the racket in her right and said my turn first, Maybe beginning to show a preference for the dominant hand and/or leg/foot. William watched and observed Blue Jean while she was playing. William then followed and hit his ball on the racket the ball flew up in the air he watched as the ball went up and opened his mouth in shock and pointed towards the ball. Adam played alongside the practitioner who demonstrated how to throw the ball to the racket, grasping and releasing with two hands to throw and catch a large ball, beanbag or an object.



Physical Development - Moving and handling - Hand printing.

To support the children's gross motor skills, they did hand printing improving their fine and gross motor skills. Maya, Juliet, Henry, Gabriel and Blue Jean all participated in this activity. Juliet was the first one to do the painting activity, she picked an apron and gave it to the practitioner and said, 'Apron on'. She then picked up a paintbrush, painted her hand in an up-and-down motion, and then showed the practitioner her hand and said 'green'. Marley came to the table and asked the practitioner "What are you doing" Blue Jean explained to her and said 'handprints. Marley then said she wanted to do handprints too. She picked up the paintbrush and mixed green and blue paint together and painted each finger one at a time, continuing to explore colour and how colours can be changed.



Bonus classes

Communication and language -Tiny Mites

We started our Tiny Mites session with the Tiny Mites club song. Zephaniah followed the actions with the song, as he mimicked the teacher. Lordell played the drum using both his hands while the song was playing. Then the children used plastic plates to pretend they were steering as they sang the driving song. Hazel moved her steering wheel from side to side while Marley and Juliet said “beep, beep” when they heard the car sound.



Following this, the teacher took out the egg shakers, Lordell saw the egg shaker and said, “Dino egg, dino egg” and the practitioner praised him, and we sang the egg shaker song followed by *5 Little Dinosaurs* and all the children **expressed themselves through physical actions and sound** and at the end of the song they said “Roooooorrrrr”. They also sang the stomping song with Tina the T Rex, a soft dinosaur, and they all stomped their feet as they sang. The session was great fun and ended with chasing and popping the bubbles around the room.



Star Room

Vesak & King’s Coronation

Star room concentrated on Vesak and Numeracy. Vesak commemorates the birth, the attainment of enlightenment, and the passing away of the Buddha, people around the world follow the teachings of the Buddha and Buddhists will visit their local temple for services and teaching. They will give offerings to the monks of food, candles, and flowers. Chanting and praying are an important part of Vesak. The 'Bathing the Buddha' ceremony is also often included.



UW: People and Communities – Making Vesak lanterns.

Star room children took part in a focused adult-led activity which was making lanterns for Vesak. Rumaiza very informatively and attentively explained to the children what Vesak is and **the cultural beliefs** of Buddhism. The children watched a video/ song on the Vesak festival which showed the sacred tree, the flowers, the dress they wear and so on.

Thomas asked, “Who are they praying to?” **showing interest in the lives of people who are familiar to them**, and the practitioner explained that Buddha was the one the people were praying to. They saw lanterns in the video and Mikaeel said, “Oh look we are making the same ones” and Amaya responded “yayyy”. Zayn was more interested in adding glue and decorating most specifically with the glitter, **using tools and materials for his purpose**. The practitioner asked, what other special festivals do we have, and Amaya said “Eid”, Thomas said “We have Christmas” as they were decorating their own lanterns, **recognising**,



and describing special times or events for family or friends. Peggy, Lowen, Nicholas, and Ayla also showed interest in making the lanterns as they all watched the video, but they were more interested in making the lanterns. Peggy enjoyed choosing from all the different materials to decorate whilst Nicholas was busy spreading lots of glue all over his paper. Lowen was eager to make his as he repeatedly said, “Can someone pass me the glitter” and was observing others to pick up ideas.



Mathematics - Number cubes game

The children took part in creating shapes from cubes. The practitioner printed out different shapes and modules that were created with cubes for the children to use for visuals. Emmett wanted to try one of the modules and was able to name all the shapes. He used different colour cubes to make a module and showed good concentration waiting to finish. Amaya said, “I’m going to make the rectangle shape” and began connecting the cubes until she made one. Musa was more interested in making different letters such as L, and I, [Exploring differences in size, length, weight and capacity](#). Nicholas enjoyed watching his friends, whereas Dylan said, “I’m making a triangle”. Peggy wanted to also make a rectangle and lined the cubes into a rectangle. Ada enjoyed making all the different modules as he said “These are easy” whilst also successfully identifying the different shapes. The activity was essential for the children’s [counting skills and identifying different shapes](#), especially as some children who are going to school can build their knowledge of basic mathematics. As they put the number cubes together, they were [pointing or touches \(tags\) each item, saying one number for each item, using the stable order of 1,2,3,4,5](#).



Kings Coronation

Star room children focused on a variety of activities related to the King's Coronation, learning who the new king is, his name and what his roles and responsibilities are. This theme is linked to British values and important people around the world. The children had the opportunity to make British flags, decorate individual crowns and take part in a celebration party.



Expressive Art and Design – Creating with materials: Making British Flags

Star room children took part in making British flags, the practitioner printed out flag outlines. [This was an activity based on the King's Coronation and allowed the children to be aware of the celebration that is taking place](#). Thomas, Ayla, Gene, Nicholas, Ada and Peggy took part first and the practitioner placed British flags on the table which they used for their visuals to copy. [This gave the children an idea of how the flag looks and increases their awareness](#).

The practitioner asked, “Who knows this flag” and Thomas replied, “it’s the England flag”. The practitioner demonstrated how to paint the flags according to the specific colours. [This displays precision in the children’s work and allows them to be able to imitate what the practitioner is showing them](#). Ada and Ayla began to paint very precisely, ensuring that they don’t mix the

colours. They both took their time to paint within the lines. Whereas Dylan and Nicholas were spreading and mixing the paint together this made a dark purple colour.

Expressive Art and Design Being imaginative and expressive - Making Crowns

Following King Charles's Coronation on Saturday 6th May 2023 Star Room made crowns of their own as part of the celebrations. It has been 70 years since the queen was crowned during the coronation in 1953 so this was a special topic that we focused on. The practitioner took a small group of children to participate in the activity, the practitioner asked the children about the coronation such as 'Who watched it on the TV?' and 'How was he dressed?'

This allowed the children to be aware of the celebrations taking place in England. Dylan, Nicholas, Gene, Thomas, Ayla, Zayn and Ada, all participated in the session. We used different resources and materials to help the children make their own crowns. We used glue and cut the template of the crown, we used glitter, feathers and cotton wool. Dylan and Nicholas made their crowns, they spread glue across their crown and added a pinch of glitter, using their fingers. Dylan said to Nicholas I need more glue as Dylan showed his finger to the practitioner and said, "My hand is sticky look". This shows awareness of the different feelings and textures. Ada came and joined in, he spread the glue and picked small cotton wool and decorated the border of his crown. Jad, Thomas, and Peggy made their version of a hat as the practitioner showed a picture book of a king dressed in a crown and wearing a long gown. The children were very focused and maintained in the activity and they were able to describe what the crown looks like. Gene and Thomas said the crown has lots of diamonds and is shiny. The children took part in conversations and shared their knowledge. The children were very focused and maintained in the activity. This enabled the children to describe what the crown looks like as Gene and Thomas were saying the crown has lots of diamonds and its shiny. It was a very engaging activity that sparked a lot of conversations about the coronation.



Exotic fruits

Star Room children focused on learning about exotic fruits. This was inspired by the children reading 'Handa's Surprise' and the practitioner asking who has tasted the fruits. This enabled us to touch upon healthy food options. Star room children will be taking part in tasting pineapples, and apples, tasting exotic fruits like guava and passion fruit, cutting them up and drawing and explaining the feel of the fruits, Star room made their own toothbrushes using strips of paper and cardboard, listening to the brush your teeth song.

Physical Development – Bubble Wrap Fruit Activity

Following on from their interest in Handa's Surprise, Star Room children made and painted stamps of different fruits. This is a chance for the children to gather the knowledge from the book and extend it into an activity. The practitioner cut out different fruits on bubble wrap and made different colour paint to paint the bubble wrap. The children practised their fine motor skills by cutting and wrapping the fruit. The children were shown different fruits such as tomatoes, pears, grapes, bananas, strawberries, and mangoes which they were encouraged to name.





The practitioner said to Jad, “looks like an apple” and Jad corrected the practitioner and said, “No it’s a pear”. Gene and Phoebe were asked what colour grapes are and Gene said, “Green,” The practitioner asked what other colour it can be and Amaya responded, “Purple”. **This shows colour recognition.** They painted each fruit using familiar colours and painted the leaves green, a different colour to the actual fruit again showing colour recognition. It was a great hands-on activity that they all enjoyed.

Literacy/mathematics - Phonics

The session started off with the practitioner going through some of the letters and asking the children to say what letter they see and guess the sound, **listening with interest to the noises adults make**

when they read stories, They were all able to easily figure out the letters and sounds. The practitioner then asked the children to say any words they can come up with that letter, starting with an example from behind the card such as “elephant for e”. They said “sssun for s, hhhhat for h, and many more. **Being able to follow directions (if not intently focused).** The practitioner then explained following on from your cube game, she said “Today we will have a go at writing some numbers” getting them to work on their **gross and fine motor skills** and get them into developing their writing skills. The children read the numbers in order from 1-10 and some even went further to 11,12,13.



Family/children’s interest

One of the topics Star Room focused on was to learn about family relationships and their importance. The children had the opportunity to learn how to trust, seek friendships from others, and find comfort with from members that as special to them.



Understanding the World: People and Communities – Creating Family Trees

In line with another theme, Star Room children took part in making family trees. The practitioner had already drawn tree outlines for the children, and they painted the tree brown whilst talking about their family with their peers and practitioner. The practitioner then explained that we will use green paper to cut out leaves for each member of our family. All the children took part in this activity showing interest and creativity.



Creating a family tree helps children **understand their place within their family and the relationships** they have with their relatives. It allows them to see **how they are connected** to their parents, grandparents, siblings, aunts, uncles, and cousins. Ada said, “I have my brother, mummy, and daddy and I love them”. Emmett added, “I also have my baby sister Nell, mummy and daddy and

we always do fun things”. Peggy said after some thought “I’m also going to have a baby sister” whilst rubbing her tummy, she is expecting another sibling and has been constantly talking about it, [showing joy towards her family](#).

This activity [encouraged storytelling and sharing memories, creating opportunities for intergenerational bonding and the transmission of family values, traditions, and wisdom](#). Creating family trees also supported Star Room children to [gain knowledge of diverse cultures and traditions, where they discovered connections to different countries](#). For example, whilst we were talking about where everyone is from, Ayla said “I’m from Korea and my dad is from Turkey”. Ada quickly replied, “Me too, I’m from Turkey”. Dylan and Nicholas were concentrating very intently on painting. Mikaeel said, “I also went to Egypt” and said he was on the beach with his family. Gene said “I have lots of brothers and cousins” as he has older cousins who he regards as brothers, [developing a sense of identity and strengthening family bonds](#). The activity allowed children to [explore their family history](#), appreciate their roots, and [understand the importance of family connections](#).



Expressive Art and Design: Creating with Materials – Making Ice boats.

Star room children participated in making boats out of ice. The practitioner began asking the children about the features of a boat. The children were unsure of how to answer the question, [showing variability in listening behaviour](#).

The practitioner explained boats have a sail and that we could make sails for our boats. The children then shouted, “yess”. The practitioner cut triangles and gave each child one, and they [chose their](#) favourite colours, Peggy said, ‘I like pink and purple,’ Phoebe said ‘pink,’ Gene said ‘blue’ and the rest of the children named their favourite colours. As they decorated their paper triangles, the practitioner asked, ‘What shape is this piece of paper’ and they all said ‘triangle’, [reinforcing shape recognition](#).



The practitioner asked, “What can we use to stick it on’.

Nicholas went to the arts and craft area and said, “We can use these” whilst holding green straws. The practitioner said, “Well done but we also need to stick them together... what can we use?”, [beginning to understand why and how questions](#). Mikaeel said, “Glue,” The practitioner said, “That’s a good suggestion... but what else” The children didn’t know, so the practitioner stood up to get the Sellotape and said, “What about this?” They all screamed, “cello tape”, [using their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking](#).

Once the triangles were stuck onto straws, they made different coloured boats using water, ice cube trays and food colouring of the children's choice. They knew where it needs to be stored to turn into ice; “in the freezer”. All the children enjoyed taking part in the activity and were intrigued throughout.

Forest play



We have resumed our exciting forest play sessions for Star Room. It was the first time for Peggy, Mikaeel, Philip, Bradley, Dylan, Nicholas, Lowen, Ayla, Zayn and Phoebe. They showed joy and

excitement as the practitioner had already mentioned that we will be going to the park and engaging in various activities.



On our way to the park, the children showed interest in the environment around them. They focused on the small details such as the leaves, how to cross the road, cars and trees. The children were also aware of the hazardous things on the way such as the bins, lamp post and objects left on the side of the pavement. Hafiza explained keeping eyes to the front and avoiding any obstacles.

As we entered the park the children were encouraged to take their harnesses off and to **negotiate space successfully** when playing racing and chasing games with other children, **adjusting speed or changing direction** to avoid obstacles as they raced to the camp base. Hafiza, our forest play lead then played the 'Ready Steady Go ' game all whilst speaking about the golden rules such as 'stop' when being told to stop running and not go any further, the children did excellent listening freezing on the spot when their heard this word. The children practiced their gross motor skills as they stood in a line with their right leg forward and slightly bending their back in a driving position and raced towards the camp base. The children were then encouraged to get in a straight line to do the race, **using talk to explain what is happening and anticipate what might happen next**. This game was repeated four times until we reached our camp base. **show awareness of the boundaries** set, and of behavioral expectations in the setting as they followed the instructions when the adult asked the children to "stop" when running. As the children ran for a while, Hafiza noticed that they were all excited from the running game and were all laughing from the fun of being able to run freely, Hafiza used that moment to bring the children in to a taste of mindfulness, through allowing them to use their senses, and said, 'My heart is beating so fast' and the children responded with the same. Hafiza said let's all put our hand on our chest and see if we can feel our heartbeat very fast. Hafiza then implemented mindfulness such as 'let's breathe in and out a few times so that our heart can beat slowly'. The children began to breathe in and out, whilst closing their eyes, Hafiza then allowed the children to say let's open our arms and move around as if we are flying in the sky. Once every one heart beat was back down we then raced one last time to reach our camp base, we sat in a circle before we went through the rules.

Going through the rules:



Hafiza started the session by going through the rules with the children as it has been discussed the past two weeks.



Both Brook and Ottaway's children gathered in a circle and started off repeating 'No picking, no licking, if you see a bee, you must do X factor', followed by the x factor action. Hafiza added what about if you see a dog, Dylan shouted, 'You do x factor' and Soul added, 'Because it will hurt you'.

The next rule was when you see the red and white tape you cannot pass the tape and the children began giving reasons as to why they cannot pass the red tape, [understanding questions such as who; why; when; where and how.](#)

Mud Painting

When taking part in mud painting the children gathered around a hole with a bucket and paintbrush. They scooped up two spoons of soil and poured it into their bucket. They added water and mixed it to make mud. Mikaeel really enjoyed painting the log, the practitioner asked, 'What are you painting?' Mikaeel responded, "Painting a house". Thomas said he was painting a 'river' and Amaya said, 'a smiley face'. Whilst Emmett was painting on the log, he called the practitioner and said, 'Look ant'. Emmett said, 'It's going in the crack because that's where it lives'. The children were [showing a preference for the dominant hand and/or leg/foot during this activity.](#)



Log Climbing:

Nicholas, Dylan, Soul, Emmett, Lowen, Phoebe, Mikaeel, Zayn Ayla, Gene, Thomas, Amaya, Bradley, and Philip all took part in the mud painting part of their forest play session. Bradley was eager to climb on the log. The practitioner helped him stand up on the log, but he became hesitant. The practitioner encouraged him and then he jumped off the log and landed on both of his feet. [The children enjoyed playing alone, alongside and with others, inviting others to play and attempting to join others' play.](#) Zayn crawled on the log as he was still nervous to stand on both feet but as the practitioner supported him, he was able to jump off by holding onto the practitioner's hand. Thomas, Amaya, Gene, and Emmett have been before, so they were confident in climbing and walking along the log without the support of the practitioner. As it was their first-



time taking part in log climbing the children needed to be reminded of how to wait for their turn and to go one by one as they were eager. The children used both their hands and legs to climb on the log, they used their bodies to push themselves up towards the log. Soul stood up on the log with both feet then bent his knees and then jumped onto the ground. Lowen saw that you can go under the log as he said to Emmett 'Look we can go under here', [showing understanding of prepositions such as under, on top, behind](#). They used their arms and knees to pull themselves across the floor, underneath the log, showing that they can [negotiate space successfully](#) when playing with other children, adjusting speed or changing direction to avoid obstacles, and also travel with confidence and skill around, under, over and through balancing and climbing equipment.

Mini-Beasts Hunt

To begin this activity the children each took a checklist with them and had a look at the pictures on the checklist. Amaya, Ayla and Lowen showed a lot of interest in the pictures and Emmett said "I'm going to find all of them" with excitement. The children were split into groups of 5 with the practitioner, using the space around them to explore and look for the things on their checklist. Amaya said 'I can see a big tree and I ticked it off' showing she can [talk about some of the things observed such as plants, animals, natural and found objects](#). Bradley said 'Look there's a little ant; whilst pointing at the log where the ants were hiding.



As we walked around, Thomas and Gene noticed that there was a flower. Gene quickly said, 'Look there is a red flower'. Lowen was eager to find a snail, but the practitioner said, 'Maybe they are hiding because they come out when it's raining'. Zayn held his checklist and pen eagerly and looked attentively for things he could find as the practitioner supported him. The children showed interest whilst walking around looking at the natural world around them and enjoying the sunshine and lovely weather. They noticed a white butterfly and Mikaeel said, 'Look I can tick butterfly now, I see it'.

Hide and Seek

The last activity of the day was hide and seek; the children hid in groups with the practitioners. Hafiza and Thomas shouted, 'Where oh where are you?' and the children responded with, 'We are, we are, here'. When Hafiza and Thomas found their peers, they too joined in to search for the rest of the groups, [playing alongside other children who are engaged in the same theme](#). When asked if they enjoyed the session, they all shouted 'Yes' with smiles on their faces. Dylan said he wanted to stay, and he didn't want to leave yet!



We look forward to our next forest play session!

Physical Development: Moving and Handling - Bonus Class - Rugby



As part of our bonus class, Star room children participated in a rugby session with coach Joshua.



The session started off with the children playing a game called 'Animal Kingdom'. This had the children pretending to be different types of animals such as a mice, snakes, kangaroos, and giraffes. Thomas, Gene, Zayn and Lowen enjoyed this and really got involved with

pretending to be the animals whilst **experimenting with different ways of moving, testing out ideas and adapting movements to reduce risk**. The coach then did a warm-up activity with the children which included jogging on the spot and running in a line together ensuring to **negotiate space successfully when playing the games with other children, adjusting speed or changing direction to avoid obstacles**.

The coach then handed all the children a rugby ball each and Nicholas, Lowen and Emmett immediately started throwing and kicking the balls. They remembered what was taught during the last session and did the same kicking and throwing actions as then. The coach said that he wanted to teach the children different ball movements such as throwing and catching. The children all stood in one straight line and the coach told them to pass the ball down the line and repeated this three times but went faster each time, **showing increasing control over an object in pushing, patting, throwing, catching, or kicking it**. The children really enjoyed this, especially, Musa, Thomas, Ayla, Lowen and Dylan. Then the coach demonstrated how to balance a ball on their heads, and they all copied the coach. At the end of the session, the coach chose Ayla to receive a certificate as she contributed significantly. Well Done, Ayla!



Communication and Language: Listening and Attention– Tiny Mites

Star room children participated in their first session of Tiny Mites after the easter holidays. **The children collectively sang the introductory song with the puppets and following the actions and joined in with small group interactions**. They sang the driving song using plastic plates to pretend they were driving a car to a dinosaur world.



They went through the rules of driving the car which was closing the door and putting the seat belt on. **The children are recognising the rules when in a car and are showing their understanding.** They then sang a song about dinosaurs, learning names of a few; T Rex, stegosaurus, pterodactyl, diplodocus and triceratops. Tina, a blue puppet dinosaur went around to each child as they sang to stroke or pretend to eat their fingers.

They ended the session with Row, row, row your boat, the goodbye song and bubbles. It was a very active session that got all the children singing, learning, and moving!



Communication and Language- Listening and attention - French.



The children had their fortnightly French session with Debbie, the session began with the children singing the Bonjour song. The children imitated the practitioner doing actions whilst singing the song. They sat in a circle while Debbie gave them a beach ball which they passed around and said their names in French “je’mapelle’ followed by their names, pronouncing “je’mapelle in different voices such as a robot voice, high voice and low voice. Ada said that he liked the robot voice the most and Nicholas said that the low voice was very funny, the children all confidently said their names, being able **to able to follow directions (if not intently focused)**

The next activity was a Coronation activity in which the children said what they saw in the picture, Debbie said the words in French. The first picture was of a king, the children were asked if they watched the coronation on the weekend and knew who this person was. Amaya said “It’s the king” straight away **listening to others in one-to-one or small groups when conversation interests them.** The other pictures included a queen, a prince, a princess, a throne and a crown, The children then repeated Debbie, naming the words in the pictures.

They then played a colour activity with a bag of different coloured scarves. The children took out a cloth and named what colour they had; Debbie played a song to which all the children danced. Soul and Nicholas danced together and swung their cloths around each other, Emmett and Thomas went in circles and Zayn enjoyed jumping. The French session then ended with the children singing the goodbye song, they practiced saying “Au Revoir” and “merci”.





Male carers days

Friday 16th June (8.30 am to 11 am)

Eid Holiday

Around 28th or 29th June (To be confirmed)

Graduation Party

Monday 17th July (2 pm to 2.30 pm ceremony)

Annual Trip with parents

Friday 21st July

Summer Holiday

Last day Wed 16th August - Nursery closes at 4 pm

– Re-open Tues 5th September

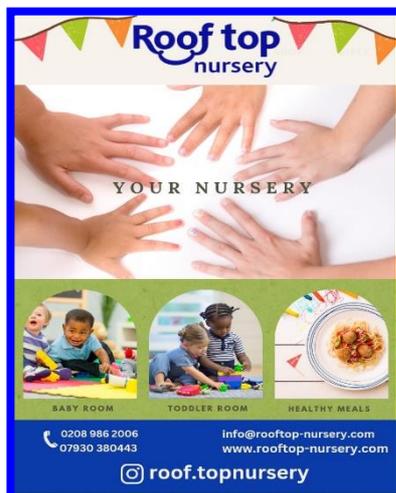
Mon 28th August – Bank Holiday

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: _____



Instagram

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roof.topnursery

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

Look out for all updates