



November was packed with celebrations and parties as we had a pumpkin party, pyjama party and bonfire celebrations!

## Pumpkin Party

To celebrate Halloween, we hosted “Pumpkin week” and the children explored pumpkins, LED candles, spiders, spider webs, broomsticks, and a variety of costumes to dress up in. Some of the children were able to [remember and talk about significant events in their own experience](#) as they related to Halloween parties they were going to attend.



**A very Happy Birthday to East, Zephaniah, Brinelle & Juwariyah**



## Pumpkin Party

We had a pumpkin party with the children to join in with the excitement of the season and celebrate the theme of the week. We had the tables set up with bright orange pumpkins of various shapes and sizes, sparking

their curiosity and imagination. The party began with sensory exploration, touching the pumpkins’ bumpy, smooth, or ridged surfaces, describing different textures. Some children eagerly dug their hands into the gooey insides of a cut up pumpkin, fascinated by the slippery seeds and stringy pulp, while others observed more cautiously.



We had other resources such as spiders, cotton wool, hats and more to help engage the children. Some children were dressed up in different characters. For example, Maya and Mia were dressed up as a witch alongside the practitioner. Sophia was dressed as a Pegga Pig witch. We had music in the background as the children moved their bodies slowly. The children enjoyed having

their snacks: pizza, grapes, kiwi, apples and some crisps. The children had fun dancing and doing actions to the “Halloween stomp” song and took part in musical bumps where they had to listen carefully and follow the rules of the game. The

pumpkin party was not only a sensory-rich, hands-on experience but also a way to celebrate the season with creativity, togetherness, and plenty of giggles, creating lasting memories for both children and adults.



# Pyjama Party



The fun party atmosphere continued as Star, Rainbow and Sunshine Room children had an exciting pyjama party.



The toddlers and babies excitedly participated in the Children in Need theme by coming to the nursery dressed in their pyjamas. The cosy, playful outfits made the day feel special and created a warm, relaxed atmosphere as everyone enjoyed the novelty of wearing pyjamas together. Some children wore character-themed pyjamas, while others had bright colours or cute animal prints, which sparked conversations and lots of smiles. The pyjama day allowed even the youngest children to feel part of a larger cause, helping them begin to understand the idea of coming together to support others.



Throughout the day, the practitioners shared age-appropriate stories about helping friends and kindness, connecting the Children in Need theme to their daily activities in a simple and meaningful way. We had the tables set up in a yellow theme, with flowers and teddy bears. We had party hats and enjoyed music in the background whilst the children enjoyed their snacks.



## Bonfire sparkles

In line with bonfire night, all the rooms gathered on the roof to watch our sparkle display. As the sun went down, we lit all our sparklers along our play roof fence. We had everyone sit very nicely, fireworks music playing



in the background and the children eagerly waiting for the sparklers that Hafiza and Peri showcased. The children were mesmerised as they watched the flickering sparklers rise and dance in the air, displaying focus and concentration. The gentle warmth, crackling sounds, and vibrant colours of the sparklers stimulate sensory development, encouraging them to



notice details in sight, sound, and touch. Watching bonfire sparklers was a magical and enriching experience for children, captivating their senses and providing developmental benefits.



The practitioner spoke to all children about how to safely take part by going over a few rules such as not standing up and sitting afar in a safe spot and the dangers of touching the sparkler.

The children sat nicely and followed the instructions whilst they watched the display. The children were in awe as they watched the different colours sparkle and light up.



**NOTE** to Parents...



### **End of Year party reminder**

We would like to remind all parents of our upcoming end of year party which we be taking place on Thursday 19<sup>th</sup> December 2024 between 3 pm – 5 pm

All children our welcome to join the party ***with an accompanying adult***, there will be plenty of food, snacks, games and presents for the children.

We will also have a party food list available where parents can contribute to the party – Please see your child's key person for further information.

## This month's policy

### Online Safety procedure

At Rooftop Nursery we like to ensure that children over the age of 3 years are safe from accessing anything online without adult supervision. We do not recommend children under the age of 3 use computers. At the same time moving with the digital times, we like to ensure that all children have access to ICT to support their learning and help them prepare for their school life, where they will be expected to do research and learn off white boards at school.

### Here are some of the ways we promote online safety;

- Having parent control installed on all our computers and iPad that children can access.
- We supervise children while they are using the computers in Rainbow room.
- We have set a 5-minute time limit for every child to be able to use the computer during each session. i.e., - 5 minutes in the morning, 5 minutes in the afternoon and 5 minutes in the evening.
- A manual log is kept of every child that has used a computer throughout the day to monitor and support children.
- The manual log is also an opportunity to identify any children who may not be using technology and for the practitioner to support these children to do so.
- Internet is blocked on each iPad to ensure the safety of children and practitioners with exception to Tapestry.
- Only educational software has been installed on the children's computers that support their learning further under the areas of learning for EYFS i.e. maths program where the children can click on shapes and learn and move them where they belong, learn colors and number through the literacy games installed.
- Software currently installed; Magic desktop – this is an educational software.
- Children are not allowed to use the computer to watch any videos, cartoon without an adult. (Which may be an exception in some the case during very rainy weather)
- Staff to discuss and explain to children about online safety and that if anything pops on to the computer to always ask a grown-up to help.
- Please look at the video with children and discuss and explain online safety further.
- Staff to openly discuss online safety with parents to ensure they are considering safety while at home. (Please give parents our online safety guidelines for parents)
- Any online video that practitioners may show children to extend their learning and understanding can only be shown by the practitioner. Children are not allowed to use the internet to do independent browsing at any times.

### Online parentals advise:

- At home parents advise to limit screen time and to have a parental control on each electronic device.
- Allowing a maximum of **30 minutes** total per day of educational and age-appropriate screen time (television, video, and DVD).
- Allowing no more than 15 minutes of educational computer time per day.
- Not allowing any screen time during meals and snacks.
- Having zero screen time (TV, video, and computer) for children under the age of two.

[https://www.youtube.com/watch?v=d5kW4pl\\_VQw](https://www.youtube.com/watch?v=d5kW4pl_VQw) = online safety link for children for parents to watch with child

## A reminder of the Bonus programs offered at Rooftop Nursery

Bonus programmes	For who?	Days & Times
French sessions	Star Room	Wednesday (Fortnightly) 9:15am
Heuristic play	Rainbow & Star	Weekly
Yoga/ Tai chi	Rainbow & Star	Fortnightly

### Henry: Healthy Start, Brighter Future

If you're a parent or carer of young children, Henry can offer free support provided by a friendly and trained HENRY practitioner either online or by telephone. Opportunities include:

Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start.

Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls.

Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.

To find out more or to take part please fill in the online form or alternatively, ring on 01865 302973  
<https://henry.org.uk/freesupport>

## Parent Notices

- Please call the office by 9.30 am or 1:30 p.m. to inform us of any absences or late arrivals.
- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, and hats.
- **Please support us by folding your buggies & leaving space for others in the buggy storage-** do not obstruct the pathways
- Please ensure your child does not bring toys to the nursery, we will not be responsible for any toys that are lost.
- Please ensure your child does not bring coins/money into the nursery in their pockets.
- Please provide extra clothes and nappies for your child's sessions throughout the week
- Please ensure your children are dressed according to the weather conditions, wrap them up warm.
- Please ensure you collect your child on time to avoid our late payment fine.
- **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates.
- If you have not received any emails, then please get in touch. Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)
- **Tapestry:** If you need support accessing Tapestry, please contact admin on [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

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

# Sunshine Room

## Black history month/ Pumpkin Week

Sunshine Room children continued with the theme of Black History as they took part in various activities that related to learning about the cultures of others and their own culture. They enjoyed exploring some African fruits, having language sessions to learn about Black History Month, and dressing up with a lovely party at the end. The children also enjoyed taking part in Pumpkin Week, which was all about learning and exploring pumpkins.

### Exploring African fruits

#### Communication and Language/Listening and attention

As part of the children's learning and development, the practitioner provided Sunshine Room with a fun activity exploring some lovely fruits and vegetables in relation to Black History Month. The activity encouraged



tasting and exploring some African fruits such as African bananas, okra, passion fruit and papaya and the practitioner also used the book *Handa's Surprise* as an object of reference to support the children's understanding and allow them to name some of the fruits encouraging them to **follow activities using nonverbal cues**.



Mae, Esme, Salma, Syra, Tai, Alfie, Matteo and Noah sat around the table, listened and watched the practitioner show and describe each fruit whilst giving eye contact. The

practitioner showed the children fruits and vegetables to the children one by one from the basket and asked the children if they knew the name. Alfie and Tai identified the banana and the passion fruit, while Mae, Esme and Matteo were able to say banana. Noah and Salma needed a bit more support from the practitioner to repeat the name of the fruits. The children explored the fruits looking and feeling the outside and then smelled and tasted them as they **enjoyed the sensory experience of food**, such as eating or touching. Alfie, Tai, Mae, Salma and Esme showed excitement while waiting. All the children enjoyed eating the papaya and said that it was yummy. They enjoyed smelling the okra but did not want to taste it. Overall, all the children enjoyed taking part in the activity with the practitioner.



## What's in the bag/ African Items

### Understanding The world



Sunshine Room children enjoyed taking part in our regular What's in the Bag session, they sat and stayed focused until the end of the session. The practitioner gathered a few African items and placed them in the bag. She asked the children to sit in a circle and explained that we would be taking turns to discover what was in the bag. One by one the children had the opportunity to take one item out of the bag making their own choices, with the encouragement of the practitioners, Sa'ad, Salah, Mae, Matteo, Zachariah and Esme were happy to take part in the activity. Sa'ad took an African banana, Esme took a little story about a

black girl, Salah took a little colourful shoe from the bag, and Matteo took a little black doll from the bag. Mae took a necklace and enjoyed showing it to her friends. As the children took each item from the bag they enjoyed feeling the textures, smelling it, showing it to each other and trying to use some of them such as putting on the shoes. The children



were supported with their understanding of the world and language such as being able to use **single words** and being able to copy words given by the practitioner. They were able to stay focused on the activity for a short time as they enjoyed taking part.



## Making our pumpkin with Playdough

### Physical Development\Moving and Handling

Sunshine room children learned how to make playdough. To start the activity the practitioner provided all the children with their own individual bowls and spoons. Sa'ad, Salah, Esme, Zachariah, Syra, Mae and Sylvie sat around the table ready to start the activity. The practitioner showed the children what ingredients they were going to use. One by one the children took turns adding flour, orange paint, oil, salt and warm water in their bowl. To support the children's learning the practitioner named all the ingredients and Sa'ad, Mae, and Zachariah were able to copy what the practitioner was saying by repeating **single words**. The practitioner continued to help the children throughout the activity by enabling the children to take the lead with the activity and continue to mix the ingredients into their bowl and knead to make a big dough with the support of the practitioner. The children then enjoyed the **sensory experience of exploring with paint** by rolling the dough on the table and singing *Row Row*







Row your Boat with the practitioner. The children also happily made pumpkin shapes out of their playdough as they used a big pumpkin as an object of reference to make their own.



## Pumpkin week



### Jelly play with insects: Expressive Art and Design

Sunshine room children played with jelly which was filled with pumpkin seeds and spiders. The children used **their gross motor** skills by breaking the jelly to free the spiders, using tweezers and exploring **different textures**. Esmé,

Sa'ad, Salah and Mae enjoyed the activity, Esmé and Mae watched as their peers and practitioners broke into the jelly using the spoons.

The practitioner went beside Esmé to guide her right hand to hold the spoon and half the jelly that was in front of her, she was shown how to use the tweezers after she continued playing with the jelly independently alongside her peers.

Mae was doing good waiting and sharing, when she sat down she took the spoon from the tray and started to give it to her peers, she was also excited playing with the jelly as she went straight in, taking it apart with the spoon by prodding, poking and scooping the jelly to free the spiders inside.

Salah was excited and able to take a spider out from the jelly, he raised it up high for the practitioner to see and said "Spider". Then after showing it to the practitioner he showed it to his peers and gave the spider to Sa'ad. He

enjoyed playing with the jelly, breaking it apart with a spoon and squishing it with his hands, then collecting it to put in his mini pumpkin basket which he had next to him. Once all the jelly was broken Esmé used her right hand to take the jelly and squished it to a slushie texture, she scattered the jelly around by swaying her hand left to right in the tuff tray. The babies **notice and become interested in the transformative effect of their action on materials and resources**.



## Spaghetti play: Physical Development/moving and handling

Sunshine room babies participated in another sensory play activity using coloured spaghetti to help **develop their own likes and dislikes in food, willing to try new food textures and tastes.**

Salma, Matteo, Esmé, Mae, Zachariah and Corto took part in the activity. It was Corto's first experience and he was showing interest as he was engaging in the activity with his peers and the practitioner. He leaned into the tray and used his right hand to pick up the spaghetti to raise it up and let go and he used his left hand **palmer grasp** to take a handful of spaghetti and transferred it to the blue pot.

Mae enjoying playing by herself and with her peers with both of her hands occupied with a toy, her right hand with a cup and left hand with a spoon and she banged them together making sounds, **interested in making and exploring sounds with objects**, she also used the spoon to scoop some spaghetti to the cup.



Esmé and Mae played together by filling a toy pot full of pasta. Both of them would take turns in taking a handful of spaghetti and dumping it to the pot showing they can **manipulate objects using hands singly and together.**

Esmé enjoyed playing with her peers, sharing her toys and pasta as she interacted with them by giving them a big smile and giggling. Esmé enjoyed playing with the pasta, scattering the spaghetti around in the tray by using the palm of her hands to sway it left and right or grabbing a handful of spaghetti and raising it up in the air and dropping it from the air.

Matteo enjoyed playing with the spaghetti, feeling it with his hands, wriggling his fingers and lifting it up to his mouth to taste, then he interacted with his peers by smiling, making sounds, and laughing with them.

## Diwali/bonfire

Sunshine Room children were introduced to Diwali as part of their weekly theme to explore and learn about Indian culture. Diwali is a celebration of light celebrated by Hindus around the world. The babies engaged in activities such as making Diyas using playdough, creating Rangoli patterns with paper plates, and decorating it with pom poms and sequins, making henna handprints, and had a Diwali dress-up party with cultural music and dance.



To support the children's understanding of the theme further we set up a Diwali interest table with pictures, books, candles and bangles. We had traditional clothing for role play in the home corner for the children to dress up in and used cultural dolls.



Whilst the children carried out some fireworks paintings in celebration of Diwali this also linked in with Bonfire night and the children were introduced to a fireworks song and carried out a sensory bin experience. Everyone also enjoyed taking part in the bonfire night experience with the practitioners where they watched a lovely sparkler display carried out by Hafiza on our play roof. The babies watched in awe as the colourful sparklers lit up the night sky and they were swaying around making marks like shooting stars.

### Making Diyas with playdough: **Physical Development/ Moving and Handling**



Sunshine Room children made Diya candle holders with dough. The children were all around the table with their sleeves up and ready to take part. Esmé, Mae, Syra, Noah and Sylvie were excited to make their Diya.



The children helped the practitioner make the dough with flour, water, salt, glitter and oil, and practised using their **hands to operate independently during a task that used both, with each hand doing something different at the same time**. The children mixed all the ingredients and made a soft dough, then the practitioner divided the dough

for each child and they used their **fine motor skills** to mould the dough into a Diya shape.

Sylvie, Noah, Esmé and Salma were eager to have a turn as they were squeezing the dough in their hand and tapping the dough, while Syra and Mae were more interested in playing with the dough and rolling it on the table. The children enjoyed exploring and having fun with the dough and they were guided in making the Diya shape.



Once dried, the babies decorated their Diyas by painting them with red paint and sprinkling some glitter over them. The babies were able to **concentrate in the activity** as they were engaged in painting the Diyas.

### Firework Painting: Expressive Art and Design/Creating with materials



Sunshine room children enjoyed exploring and painting fireworks. The practitioner provided the children with paper rolls which were cut at the ends making a firework effect, large white paper, orange, yellow and red paint for the children to explore and choose what they would like to add to the firework.

The practitioner showed the children a little video of the fireworks so that the children can have an understanding of what fireworks look like. Mae, Esmé, Salah, Sa'ad, Salma and Syra were excited to explore the colours by dipping the

paper roll into the paint and then making a lovely firework print on the paper without the help of the practitioner, and they **noticed and became interested in the transformative effect of their action on materials and resources**. The children were excited to **explore with paint and make marks** on the paper using their hands to spread the paint on the large white paper. While the children were exploring with paint and making their fireworks, the practitioner was **using single** words such as “wow”, “so pretty”, “orange”, “red”, and “yellow”, to support the children's language and understanding of the world. The children were happily engaged while creating their fireworks.



### Children in need

Sunshine room babies were introduced to the theme of Children in Need which is a national charity organisation by creating the Pudsey bear and carrying out activities linked with the bear and the colour yellow, such as paintings, playdough, sensory bins, we also had a fun Pyjama party with all rooms combined.



## Making Pudsey from playdough: PD/moving and handling

Making connections between the marks they make

Sunshine room children enjoyed taking part in making playdough one morning with the support of the practitioner. On the table, Matteo, Esme, Syra, Salma and Noah were all excited to take turns in helping the practitioner. The practitioner provided the children with their own bowls, spoons and the ingredients to make their own yellow dough.



One by one the children took turns adding the flour, water, oil, yellow paint and salt to their bowls and then using their hands to mix all the ingredients by using their strength to explore their **gross motor skills**. Syra, Noah, Esme and Salma used their right hand to mix all the ingredients while Matteo preferred to use his left hand, **showing a preference for using the dominant hand**.

The practitioner used objects of reference such as the bear stencils and images to help the children understand how they were to make their bear look and the babies had a go. With the support of the practitioner,

the children were able to make a mould of a yellow bear and enjoyed feeling the texture, smelling the playdough and waving the bear around, **manipulating objects using hands singly and together, such as squeezing**. They used the shape cutters and pressed it down on their dough. Matteo and Syra noticed the bear shape, pointed at it and attempted to say "bear", **making connections between their movement and the marks they made**. This activity supported the children with turn-taking skills, fine motor skills and independence skills as they were able to express themselves and enjoyed exploring everyday items.



## Pudsey bear headbands: Communication and Language/speaking & Expressive Art and Design



Sunshine Room children enjoyed taking part in making their Pudsey headbands with the help of the practitioner. The children were provided with a yellow strip of paper for them to decorate how they wished.

Matteo, Esme and Sylvie were sitting around the table with their glue sticks in their hands ready to begin the activity. The practitioner

used a picture of Pudsey on the table as an object of reference, to help the children identify and refer to so that they could make the same. This encouraged the children to



attempt to **repeat and imitate words and sounds** such as *bear, yellow, ears* and all the colours of the pom poms. Matteo and Esmé did well in holding the glue sticks in their right hands showing great hand control, while Sylvie was able to spread her glue with the support of the practitioner. The children were able to pick out the pom poms using a pincer grip and then stick all the pom poms around the strip of yellow paper and make a colourful Pudsey headband, **noticing and becoming interested in the transformative effect of their action on materials and resources**. This activity supported the children with their understanding and their creativity. Overall the children enjoyed their activity and they were engaged until the activity was finished.

## Rainbow Room

### Pumpkin week combined

#### Communication and language

Star and Rainbow room children took part in jelly play. The children who showed interest were Sophia, Romy, Maya, Leo, Amaru and Nell. Inside the jelly, we had insects such as spiders, pumpkin seeds to represent the theme and some eyeballs. The practitioner provided a large tray with pots, pans and a variety of spoons so the children could use their fine and gross motor skills. As the children were shown the jelly in the bowl, Sophia said, "I see a pumpkin". Leo said, "There's a spider" and dipped his hand in the jelly.



The practitioner pointed to the eyeballs and Nell immediately said, "It's green eyeballs". The children smelt and felt the jelly as the practitioner flipped the bowl over and the children used their spoons to tap the bottom so the jelly could slide out. As the children played with the jelly, Nell used both hands to squeeze it and said, "It's sticky" and laughed. The children **used language to share thoughts and to describe** how the jelly felt. Sophia said, "I'm scooping in my bowl". Amaru was more interested in getting the pumpkin seeds and mixing them with the jelly. Leo used the steel scoop and said "I'm cutting the jelly" as he used it as a knife to cut.

Romy wanted to get the eyeballs out and started to roll them across the tray. Amaru and Maya said they were making soup with the jelly. The children used their spoons to mash the jelly as they engaged in imaginative play.

## Making skeletons

### Physical development – Health and self-care

Star and Rainbow Room took part in making skeletons using cotton buds. The children who participated were Lia, Elyas, Lillian, Nell and Maya. The practitioner introduced the skeleton model and sang the skeleton song, "*The head bones connected to the neck bone, the neck bones connected to the shoulder...*," and so on. The practitioner demonstrated the steps, starting with the head and face and then the body, arms, and legs. The practitioner asked open-ended questions, such as, "How many arms do we have?" Lia responded, "Two," while lifting her arms, and Maya added, "We have wings."



The children used their fine motor skills to apply glue and place the skeleton pieces. Lia used her dominant hand to glue and stick the materials. When she finished her collage, she excitedly showed it to the practitioner, saying, "Look, I made a scarecrow!" Nell used her right hand to swirl glue onto the cardboard, then pressed the face picture firmly onto it with her thumb. Lillian used both hands to arrange her skeleton. Elyas wanted to add colour, so once he completed his collage, he used a red stamp with a firm palmar grip to press it onto his board. Initially, Maya observed her peers before joining in. Later, she held the glue stick in her dominant hand, applied glue onto the cardboard, and placed the skeleton face and

cotton buds for the body, arms, and legs. The practitioner asked Maya, "What do we need to walk?" Lia answered, "Legs." Through this activity, the children **developed hand-eye coordination and fine motor skills**. They practiced following instructions, expressed their creativity, and engaged in social learning by observing and imitating each other.

## Diwali/Bonfire Night

Teaching children about Diwali and Bonfire Night is a wonderful way to introduce them to cultural diversity, traditions, and celebrations. Learning about Diwali, the Festival of Lights, can help the children understand themes of kindness, community, and new beginnings, as well as appreciate the vibrant aspects of Indian culture. Celebrating Bonfire Night, with its historical background and community-focused festivities, gives children a sense of historical tradition as well as other topics around fire safety while watching exciting fireworks in a safe, supervised environment. By exploring both events, children were able to build empathy and respect for different cultural practices and connect with others in their community, fostering inclusivity. These celebrations also



brought sensory experiences, like lights, colours, sounds, and storytelling, which stimulated their curiosity and enriched their understanding of the world.



### Expressive Art and Design- Creating with materials - Bonfire Fireworks with paint

Iris, Paloma, Amaru, Galad, Tai and Sophia all participated in a painting activity. The children put on their aprons independently, and they were eager to see what the activity was. The activity began with Sophia, Amaru, and Iris, each receiving their pot of paint. Amaru picked up her brush with her **dominant hand** and painted on the large paper, followed by Iris and Sophia.

Observing her friends splashing paint on the canvas, Sophia dipped her brush in paint, held it over the canvas, and let the paint drip.



Amaru, inspired by Sophia, tried the

dripping technique as well. Soon after, Galad, Paloma, and Tai joined in. Galad swirled his paintbrush across the canvas, creating beautiful splashes, **continuing to explore colour and how colours can be changed**. Tai decided to add some sparkle by using his tripod grip to sprinkle glitter from the pot. Seeing this, the other children joined in, adding glitter to their vibrant artwork. Through this activity, the children learned **about creative expression, teamwork,** and celebrating Bonfire Night with art.

### Understanding The World- People and Communities – Painting Diya's

Zenaiya Jasper, Alfie, Paloma, Sophia, Amaru, Galad and Lillian each approached the Diya painting activity for Diwali with excitement and curiosity, bringing their unique personalities and creative styles to the task.

Paloma was enthusiastic, choosing bright colours and concentrating as she carefully painted



smooth, even strokes on her Diya, **showing both focus and growing fine motor control**. Zenaiya loved **experimenting with colour, blending different shades together** to create a vibrant and colourful pattern, expressing her creativity and delighting in the mix of colours. Alfie was very precise, choosing to paint green and mix the yellow to make different shades of green, demonstrating his patience and eye for detail. Tai was switching colours often and making bold brushstrokes. Amaru worked thoughtfully, sometimes watching her friends gather ideas



and trying different techniques to make her Diya unique such as adding glitter in the middle of her Diya, [showing an emerging sense of inspiration from peers](#). Lillian was especially expressive, smiling as she applied glitter and paint to her Diya, focusing on making it sparkle, which showed her enjoyment of sensory play and fascination with shiny, bright details.

Throughout the activity, the children chatted and encouraged each other, occasionally sharing paint colours and glitter. This Diya painting activity not only allowed them to explore their creativity but also helped them understand Diwali traditions while enhancing their fine motor skills. The children were encouraged to say words like *Diya*, *Diwali*, *Rangoli*. We also had Indian music to enrich their learning experience.



### **Expressive Art and Design- Being imaginative and expressive - Paper plate Rangoli patterns**

Rafael, Tai, Lillian, Zenaiya, Galad, and Sophia were deeply engaged in creating vibrant rangoli patterns with sequins, glitter, crayons, and tissue paper, each bringing their creativity and style to their art.



Rafael began by carefully outlining his pattern with crayons and selecting colours with great thought and precision. Tai was enthusiastic, especially drawn to the glitter and sequins, which he applied generously to his rangoli, enjoying the sparkle and tactile nature of the materials, [using everyday materials to explore, understand and represent his world, his ideas, interests and fascinations](#).

Lillian used tissue paper, tearing it into small, precise pieces and arranging them around the paper plate, displaying her patience and attention to detail. Zenaiya explored colour boldly, blending

crayon strokes with layered tissue paper and glitter, creating a lively, multi-textured effect that expressed her imaginative approach, [enjoying and responding to playing with colour in a variety of ways, for example combining colours](#). Galad, initially a bit hesitant, gradually became more confident and added sequins around his pattern. Sophia was highly engaged, layering colours with crayons before adding delicate touches of glitter to finish her design.

Throughout the activity, the children supported one another by sharing materials, discussing colours, and taking turns to use the glue and resources. This collaborative experience not only fostered their fine motor skills but also offered them a meaningful introduction to Diwali traditions, [teaching them about cultural diversity while enhancing their sensory exploration](#) and artistic expression in a fun, interactive way.

## Children in Need

We focused on teaching children about Children in Need using Pudsey to help instil empathy and social awareness from a young age. Through age-appropriate activities such as making Pudsey hats, making biscuits, and decorating Pudsey masks, the children learnt the importance of helping others, fostering a sense of kindness and compassion. The use of Pudsey Bear, a friendly and recognisable mascot, makes these concepts accessible and engaging, encouraging children to understand that some peers face challenges and that their actions, like fundraising or sharing, can make a positive difference.



### Personal, Social and Emotional Development- Making Relationships- Making Pudsey Hats

Zenaiya, Lillian, Rafael, Jasper, Galad, Tai, and Katana participated in an activity to create a Pudsey Bear hat. The children worked in pairs and were shown a picture of Pudsey Bear as a reference. First, Zenaiya and Lillian started the activity. They picked up their paintbrushes with their dominant hands and dipped them into green paint. As they were about to paint on the white side of the strip, they noticed the practitioner using the yellow side. They used their other hand to turn the strip over to the yellow side. Using a tripod grip, they painted circles, dots, and horizontal lines. Lillian decided to paint her hand and made a



handprint on the card. Observing her peer, Zenaiya followed her example, painting her hand and creating her handprint.

Next, Rafael and Jasper had their turn. Jasper chose to use a sponge roller instead of a paintbrush. Holding the roller in his right hand, he painted horizontally on the card, then painted his hand and made a handprint on the strip. Through this the practitioner had conversations about how the colours used

for Pudsey reflect his happy, optimistic personality and bring cheer to everyone who sees him and they [listened with interest](#).

Rafael alternated hands as he painted. He started with his right hand, holding the paintbrush in a palmar grip, then switched to his left hand, enjoying the activity thoroughly. The final group, Galad, Katana, and Tai, also used their dominant hands to paint Pudsey Bear hats. They eagerly mixed colours and explored different textures. The children were asked to place their artwork on the drying rack when the activity was complete. Galad laid his work on the rack independently, but the others needed assistance. Through this activity, the children learned [to follow instructions, observed, and explored creativity with different tools and techniques](#).



### **Expressive Art and Design- Creating with materials – Pudsey Craft**

In line with our theme, the children focused on creating Pudsey Bear crafts. Amaru, Tai, Solomon, Paloma, Alfie, Ibraheem, Sophia, and Galad took part in this activity. The practitioner showed a picture of Pudsey Bear, and Solomon excitedly called out, "Bear!", [demonstrating that he had his attention on the picture](#). The practitioner then demonstrated how to create their own Pudsey Bear craft. Each child received a yellow bear-shaped card, along with a piece of plain white paper.



Sophia chose to use a white bear shape instead of the yellow one. She picked up the glue stick with a tripod grip, swirled glue onto her card, and added the white patch to her bear. While applying the glue, she accidentally got some on her left hand and said to the practitioner, "Look, I have glue on my hand! Wipe it!". When asked to hold the colourful tissue paper to create small dots, she initially refused, preferring to use the glue stick to apply the tissue paper to her bear. When this didn't work, she asked the practitioner for help. With encouragement, Sophia tried again and placed one tissue paper dot onto her creation.

Tai used his [fine motor skills](#) to apply glue, attach the white paper patch, and place tissue paper dots to decorate his bear. Paloma enjoyed the texture of the glue, transferring it to the card and exploring the sensory experience of glue on her hands, [using tools for a purpose](#). Alfie used his left hand to apply glue to his card and used both hands to stick tissue paper onto his bear. Solomon observed his peers, then picked up the glue stick, dipped it into the glue pot, and spread it vertically on the white paper, [willing to have a go at the activity with the support and encouragement of his peers and](#)



**practitioner.** At the beginning of the activity, Galad and Ibraheem showed interest but then became distracted by other resources in the room. They learned to follow instructions, try new skills, and express themselves creatively.

## Star Room

### Black History Month



The children learned about some important people in Black history celebrating their achievements such as **Benjamin Banneker, Garette Morgan, and Madam C.J. Walker (Sarah Breedlove)**. The children participated in wide ranging activities such as learning to tell the time, comb-making craft, painting traffic lights, tasting plantains and dressing up whilst dancing to cultural music. The children also read 'Handa's Surprise' book and took part in a sensory activity exploring the tropical

fruits from the book.

#### Making a clock

#### Mathematics - Numbers



One of the first activities that the children took part in was making a clock and Siena, Marley, Teddy, and Nell took part in this. They learned about **Benjamin Banneker**, who invented the first wooden clock which inspired us to craft our own! The practitioner first showed the children a clock and asked the children if they knew what it was and what it is used for and then explained that clocks are there for us to tell the time and help us know what time of the day

it is such as am or pm, day or night.

The children showed curiosity as the practitioner explained to the children in simple language how the hands turn around and they counted the numbers on the clock. They **began to understand the immediate past and future** for example, when the practitioner asked the children, 'what time is it?' Teddy responded, "activity time." The practitioner praised Teddy and said, "It's 10:50 am so it is activity and play time". The practitioner asked, what time is it after activity and Marley and Siena responded; "lunch time." This shows that the children can **anticipate times of the day such as mealtimes or home time**.

The children made paper plate clocks and were asked to write their numbers from 1-12 on a piece of paper and then stick them on their paper plates to make a clock enabling them to **recite the numbers in order**. Marley was very good



at writing numbers and Teddy also showed a can-do attitude. Nell also did well as she is one of the youngest who had recently moved into Star Room and wanted to participate in a challenging activity. The practitioner supported her, and she did some scribbles. Siena also tried to copy some numbers and pointed at the number eight on the small toy clock on the table and said, “number eight,” showing she can **notice numerals**.

## Decorating a comb

### Personal, Social and Emotional Development – Sense of self

Brinelle, Juliet, Leif, Marley, and Teddy participated in a craft activity, which was decorating a comb. The practitioner first showed the children a comb and asked the children some questions such as ‘What is a comb used for?’ Leif replied, to comb your hair. The practitioner then showed the children an image of **Sarah Breedlove** and talked about how she was one of the people who created hair products and was very successful. The practitioner spoke to the children about different hair types and that everyone has different types of hair talking about the length, texture, and colour. The practitioner described her hair to the children to encourage them to describe theirs and Juliet said, “It’s very long.” The children then started describing their hair and Leif said; “I have long hair like my daddy.” Marley said, “I have blonde hair like my mummy.” Brinelle said, “I have black hair,” and Juliet said; “I have blonde hair



too.” The children were **aware of the similarities and differences between themselves and others in more detailed ways and identified themselves to their peers**.

The practitioner also spoke to the children about different textured hair, explaining that some have straight hair, some wavy and some have curly hair. They then got stuck in with their craft activity, decorating their combs using resources such as card, glue, and sticking resources. Following this activity, they then played with hair kits such as combs, brushes, hair bands/clips, dolls and many other hair accessories to explore during free play.



## Dressing up and dancing to cultural music –

### Understanding The World – People and communities

The children dressed up in cultural clothes and danced to cultural music. Both Rainbow and Star room children participated on the play roof. The children who showed interest in dressing up were Mia, Maya, Sophia, Siena, Galad, and Jasper. The other children joined in by dancing and using musical instruments. They enjoyed dancing and creating sounds with shakers and drums. The practitioners also dressed up with the children and joined in the dancing. The children were able to **learn about similarities and differences between themselves**



**and others, and among families, communities, cultures, and traditions,** through diversity by experiencing different music and dance. Siena had two cymbals that she used to make sounds, and Leif showed interest in playing the drum. Through this activity,

the children learned about different cultures, the joy of movement, and the importance of collaboration and creativity in expressing themselves through music and dance.



## Tasting plantain

### Communication and language - Speaking

Part of our continued theme of Black History Month, both Star and Rainbow room participated in tasting plantain. The children who showed interest were Sophia, Katana, Leif, Ilyas, Eli, Nell, Maya, Juliet,

Jasper, Ihsaan, and Lia. They were offered fresh cooked plantain and most of the children were **willing to try new food textures and tastes.** They

learned about different cultural foods, specifically how plantains are part of the African cuisine. They learned that plantains grow on trees. The children were encouraged to taste the plantains and describe the flavour to



the practitioner, identifying whether it was sweet, sour, spicy, or bitter. Leif remarked, “the plantain is sweet,” and enjoyed it so much that he went for another piece, [developing own likes and dislikes in food](#). Maya described the plantain, saying, “It feels a little hard, and bananas are soft,” but she also added, “I don’t like it.” Eli initially liked the texture and taste of the plantain, but after his second bite, he changed his mind and decided not to eat anymore. Katana was also offered to try but turned her head around and said “yuck.” Sophia, Ihsaan, Lia, Jasper, Ilyas and Nell also tried and even though Ilyas pulled a slight face whilst trying, he went for a second piece. We will continue to support the children trying new cultural foods and to develop their language to describe how it tastes.

## Diwali/Bonfire night

The children learned about Diwali which is a Hindu festival that celebrates light, joy, and togetherness. The children participated in creative activities such as making rangoli patterns, dressing up and dancing to cultural music, exploring cultural items and food, making fireworks, and watching the fireworks display on the play roof.



### Mathematics – Patterns

One of the activities that the children participated in for Diwali was making rangoli patterns. The children who showed interest in this were Marley, Idris, Romy, Eli, Leif, Maya, Juwairiya and Nell. The children were provided with some dough, different types of beans, pasta, rice, and lentils.

The practitioner first showed the children a book about Diwali and showed the children rangoli patterns from the book. The practitioner explained that it represents and brings happiness, positivity, wealth and good luck to those who celebrate Diwali. The purpose of this activity was to allow the children [to learn about different cultures and festivals](#). The children used their imagination and made their patterns after being shown what the patterns looked like.



Leif was fascinated with his work and was very happy with his outcome and said, “Look at my rangoli pattern,” then Maya said, “I made a special pattern.” Juliet used her fingers to pick up some

of the beans and place them on her dough, then she used the pasta as sticks and pointed them at the dough making it look like candles. Juliet mentioned that she made a cake for her friends, becoming interested in the transformative effect of her actions on materials and resources. Idris was able to say the colours as he mentioned that the lentils were orange and the beans were black. Romy enjoyed feeling the texture of her rangoli pattern dough and preferred to play with it rather than decorate it more. All the children did well in making different patterns and even went through the different types of beans such as kidney beans, black eye beans and black beans.



**Exploring and smelling homemade Indian snacks**

**Dancing to cultural music**



**Cultural dressing up**

**What's in the bag? – Exploring cultural items**



As part of our weekly theme, the children focused on 'Children in Need' to form a better understanding of the world and their surroundings.

The children had the opportunity to take part in different activities that related to the theme such as learning about the Pudsey bear and what it represents, painting a Pudsey bear, making Pudsey biscuits, decorating bracelets, having a pyjama party, and coming in with our Pyjama's. The children also had the opportunity to continue with their messy play, exploring texture and smell and describing how it felt.



### Making Pudsey Bears:

#### Expressive Art and Design: Creating with materials

The children made Pudsey Bears using paper plates, yellow paint, googly eyes and some cut-out bear ears. Through this activity, we opened up a discussion about how the Pudsey Bear is used to raise money for children who may need support.

Juliet, Marley, Juwairiya, Maya, Nell and Leif participated in the activity. The children painted their paper plates with yellow paint. Marley and Juliet used their left hand to spread their glue with their tripod grip. The rest of the children used their right hand. **The children were able to hold mark-making tools with their thumbs and all fingers.**

There was a brown bear in the visual so the practitioner asked if the children knew how to make brown but they were unsure so the practitioner explained that you can mix green and red paint to make brown. As they finished painting, they stuck the ears on the back of their paper plate using scissors and sellotape, showing they could **use tools for a purpose**. Marley did well in glueing and sticking the bear ears and googly eyes. The children continued painting after they had finished their Pudsey bears then Eli joined in and used the yellow paint to paint on paper using a paintbrush.



It was **Remembrance Day** on November 11<sup>th</sup>, 2024, which is a day to honour those who have served in the military, the emergency services, and the families of those who have served, and to remember the innocent civilians who have lost their lives in conflict. It is observed in the United Kingdom and many other countries around the world. The children took part in making poppies and learning what it symbolizes.

## Making poppies

### Understanding The World-The World

The children took part in making poppies for Remembrance Day. The activity teaches children about the significance of the poppy, a type of flower which grew in the fields after World War One and now has become a tradition to use for remembering those who died during the war fighting for the country. The children learned that wearing the poppy is showing respect to those who have passed away.

The practitioner first modelled how to make a poppy using red paint and adding a black dot in the middle of the poppy and sticking the green straw at the back to represent the green stem, **whilst talking about some of the things they have observed such as plants, natural and found objects.**



The children then started to paint their poppy and were showing high levels of concentration. Marley used the paint brush with her right hand, painted it black on the sides and the middle then added red to it. Maya mentioned “I am making this flower for Juliet”, when she was asked why she was making it for Juliet, Maya responded, “Because she is my friend”. Siena finished making her poppy and said, “Look what I made”. She was asked what poppies are used for and replied, “it is about remembering”, **comments about aspects of their familiar world.** The children enjoyed this activity and were fully engaged.

## Bonus sessions

### Physical development – Moving and handling

The children participated in their second football session this term. For



some children such as Romy, Nell, and Mikyle, it was their first time.



The football coach Mark introduced himself to the children as the children gathered by the wall. The coach explained to the children the rules and that the one with the best skills and good listening skills will get a certificate. The children first started the session with some warm-ups by playing some games. Coach Mark placed some cones around the children, and they played a game pretending to be different fishes, making the sounds and actions whilst going around the outside of the cones. When Coach Mark shouted, ‘The tickly shark is coming’ all the

children then ran into the middle. After warming up, the children were given a bean bag and practiced holding it in different ways. For example, Coach Mark asked the children if they could balance the bean bags on their heads without dropping them. The children then practiced balancing by placing the bean bags on their feet with one leg up. The children were then each given a ball where they practiced their skills around the ball such as throwing, catching, and kicking, **showing increasing control over an object by throwing, catching or kicking it**. The children were told to do some small kicks using both their feet, and when the whistle blew, they would place their foot on top of their balls to hold it steady. The children also practiced throwing the ball in the air and then catching it with both arms. Most children paid good attention throughout the whole session and listened carefully. Towards the end, the coach nominated the child with the best listener and skills with a certificate which was Marley.



### **Bonus class – French**



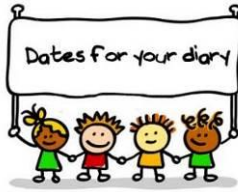
Our French lessons have restarted with Debbie, and it was great to have her back with the children. Introducing French sessions to children in the setting is a fantastic way to support their early language development and cultural awareness. At this age, children's brains are highly receptive to new sounds and patterns, making it an ideal time to expose them to a second language. Through fun, interactive activities such as songs, games, and storytelling, the children can begin to pick up basic French words and phrases while developing

their listening and communication skills. These sessions also **encourage curiosity about different cultures, fostering an open-minded and global perspective** from an early age. Debbie greeted them with a cheerful “Bonjour” and added actions as she asked, “How are you?” The children watched closely, and Sophia, who understands some French, began to mimic Debbie’s words and actions, **listening to others in one-to-one or small groups, when conversation interests her**.

Debbie then introduced herself to everyone, saying "Je m'appelle" (my name is) followed by her name. She took out a colourful soft ball, handed it to Sophia, and asked for her name. Sophia then passed the ball to another child, and each one introduced themselves by saying "Je m'appelle..." along with their name. They continued with a "Bonjour" song, where the children practiced saying hello in different voices slow, and fast, Jasper playfully pretended there was a crocodile in the song. Next, Debbie introduced a game called "Roll the Dice." She handed the dice to Alfie, who held it with both hands. Tai came over and pointed to the picture of a cow on the dice, saying "Cow!" Debbie then began singing "Old MacDonald Had a Farm" in French, using the animals shown on the dice. She also took out soft toy animals: a cow, pig, and duck. Alfie asked if he could hold the duck, and he participated in the song while holding it. Then, Debbie gave each child a shaker and led them to sing "Wind the Bobbin Up" in French. The children shook their shakers, using their fine motor skills to keep the rhythm and follow Debbie's hand gestures, [listening to familiar stories with increasing attention and recall](#).

To finish the session, Debbie brought out soft sensory balls that lit up and gave one to each child. As she held her glowing ball, she sang "Twinkle, Twinkle, Little Star" in French. The children were fascinated by the lights and joined in with gentle hand movements. The grand finale involved bubbles, with Debbie singing a goodbye song while blowing bubbles. The children were captivated and engaged throughout the session. These French sessions will continue to be part of their bonus classes





**End of Year Party**

Thursday 19<sup>th</sup> December (3pm to 5pm)

**Winter Holiday**

**Last day Friday 20<sup>th</sup> Dec Nursery closes at 4 pm**  
**– Re-open Fri 3<sup>rd</sup> Jan 2025**

Wed 25<sup>th</sup> Dec – Public Holiday

Thurs 26<sup>th</sup> Dec - Public Holiday

Wed 1<sup>st</sup> Jan – Public holiday

Thursday 2<sup>nd</sup> Jan – Inset day

**Review us**

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

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

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

**Comments/ Suggestions**

Please feel free to email us any suggestions/comments you may have to [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

---

---

---

---

---

**YOUR NURSERY**

BABY ROOM    TODDLER ROOM    HEALTHY MEALS

0208 986 2006  
07930 380443

info@rooftop-nursery.com  
www.rooftop-nursery.com

**roof.topnursery**

Name (optional): \_\_\_\_\_

Date: \_\_\_\_\_

Did you know we're on Instagram

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

roof.topnursery

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

