



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.



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. We had music in



the background as the children moved their bodies. The children enjoyed having their snacks: Houmous, pitta bread, apples and some crisps and 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.



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 Shamima and Perihan 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.



WELCOME 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, 18th December 2025 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 = 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
Residential visits	Star & Rainbow Children are rotated each week	Every Monday at 1.30pm
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 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
- **Tapestry:** If you need support accessing Tapestry, please contact admin on 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

Welcome Yunus to the room we all look forward to bonding and growing with you!

Pumpkin Week

Sunshine Room children enjoyed taking part in the Pumpkin Week theme, which was learning and exploring about the Pumpkin season, as it is popular around the time of the Autumn season and Halloween. The children took part in different activities to support their understanding of the season in a fun, friendly way. The children took part in carving a pumpkin, exploring the seeds, painting paper plate pumpkins, printing, washing pumpkins, making playdough pumpkins, creating a collage, enjoyed listening to a pumpkin song, and we had a fun pumpkin party.



Sensory pumpkin play **CL/ Listening & attention**

Sunshine Room children took part in a fun pumpkin-themed sensory bin. The children who took part in this activity were Corto, Amir, Rumi, Phoenix, Carmello and Iris. As the practitioner set up the sensory bin, the children were very excited and intrigued by the colourful pumpkin as they **listened to the practitioner talk**. They got straight into the activity and began exploring different parts of the pumpkin, such as the seeds, **picking them up in a palmar grip and shaking them between their hands while looking at them**. The children also had their own bowls, where they could scoop the pumpkins. As the children explored, the practitioner encouraged them to say the word pumpkin **using a single word**. Corto and Rumi were able to imitate the sound of the



word but couldn't say it quite clearly.

Rumi then told the practitioner, "orange". The practitioner praised Corto and Rumi for their amazing effort in pronouncing the word. Iris, Carmello, Phoenix, and Amir all enjoyed using their gross motor skills to pick up the pumpkin and mix it into their bowls to explore its texture. They were also squishing the pumpkin with their fingers using their **fine motor skills** and saw the pumpkin juice forming as they mashed it. Overall, they enjoyed exploring the pumpkin seeds and were all interacting very well. They are all looking forward to working on their next pumpkin-



themed activity, which is making pumpkin playdough.

Pumking stamping - PD/morning and handling

Sunshine Room children enjoyed taking part in the morning activity, which was to explore the pumpkin week in a fun way possible, as part of their weekly activity plan. On the table, Phoenix, Corto, Jacob, Iris and Noa were all ready with their aprons on and with intent, they were looking at the practitioner and waiting for a response. The practitioner showed different pictures of little pumpkin and showed them how to make their pumpkin stamp using a half apple. The practitioner showed the children a real apple cut in half, and Noa said "apple", pointing



at the apple, using single words. The practitioner then demonstrated to the children how they would make their vegetable print. Noa and Leia were able to make the stamp independently on their own paper, enjoying the sensory experience of making marks in paint, while Iris and Jacob needed a bit more support from the practitioner to hold the apple. The children enjoyed using both hands to make a stamp with orange paint. Jacob and Phoenix were more interested in using their hands to feel the texture of the paint and in enjoying finger painting without the support of the practitioner. This activity supported the children's understanding of the world and their ability to follow simple instructions from adults and practitioners in the room.



Autumn

Sunshine Room children enjoyed learning and taking part in various activities to deepen their understanding of the beautiful Autumn season. To support the children, the practitioner had put in place different setups for them to learn while exploring during free play, such as exploring autumn books, playing with leaves, exploring autumn animals, using puppets, and making autumn soup. The children enjoyed listening to Autumn music and learning new autumn songs to support their speech and language. We also carried out what's in the bag with autumn items. Some of the creative activities they took part in were exploring playdough, mixing colours, leaf printing, and sensory bins.



Autumn handprints a tree EAD/ Creating with materials



Sunshine Room children took part in an autumn hand-printing activity. Children were provided with red, yellow, and green paint, naturally coloured leaves, and a short video showing how the leaves fall from the tree in the autumn. Children had their aprons on, ready for the activity, and were sitting around the table, ready to take part. The practitioner supported children by painting their hands and printing on the paper so they could make a tree. Noa enjoyed the activity by exploring the texture of the paint and pressing her hand on the paper. Children



have been observing each other while they took turns to print their hands. Children have been mixing the colours by pressing their hands in red, yellow and green paint so they can make brown leaves. Amir, Jacob, Corto, and Iris enjoyed playing with leaves by **squeezing** them with their hands and rubbing them. Children have been learning different words, such as leaves dry and change colours into red, yellow or brown and fall on the floor in autumn as they begin to understand **single words**. They enjoyed themselves as they were able to stay until the end of the activity.

Making Autumn playdough & Hedgehogs - PD/Moving and handling



Sunshine Room children had the opportunity to make playdough on two occasions during this theme, as it provides a great learning experience. For the first one, we made some green and orange dough to resemble autumn colours, and once they were combined, it turned brown. We stuck images of leaves on the table and used fresh leaves from the park to talk about all the different colours, shapes and sizes of leaves we had. Then, using the dough, they were encouraged and guided to roll out their playdough and print leaves onto it. Some children were amazed as they noticed the prints and marks they left, **making connections between their movements and the marks they left**.



To further support the children's learning, they made hedgehogs out of playdough. They were provided with flour, water, a bowl, spoons, brown paint, and spaghetti to make the dough, we used puppets as a visual reference for children to understand what they were making with the play dough. The practitioner used the finger puppet to introduce and talk about the hedgehog and described its brown colour and spiky body.



Children wore aprons and took turns when adding the flour to the bowl. Everyone was adding and mixing the ingredients by taking turns and using **their most dominant hand** and **whole hand palmer grasp** to hold the spoon. The children were encouraged to knead and fold their dough together, then shape it into a round for their hedgehog's body. We also moulded and sculpted a pointy face. Children were shown how to make a hedgehog with spiky hair. Corto, Adele and Rumi were able to follow the instructions by using their pincer grip to grab the pasta and press in the play dough. Corto grabbed the hedgehog and showed the practitioner what he had done. Amir joined in the end and enjoyed playing with the dough by feeling the texture and pressing the spaghetti on the Play-Doh. **Enjoys the sensory experience of making marks in damp sand, mud, paste or paint**. Phoenix and Iris were also taking part but were supervised not to mouth the dough. Overall,

children enjoyed making playdough by using the resource and materials with the intent to make a hedgehog.

Creating Autumn soup – CL/speaking & understanding the world

Corto, Jacob, Leia and Adele were engrossed in making their own creative Autumn soup during outdoor play. As part of the weekly activities, the children have been learning about Autumn, and the practitioner allowed them to explore their garden by making the Autumn soup. The children used their mud kitchen utensils to mix, pour, and squeeze together. **Becomes absorbed in combining objects, e.g. banging two objects or placing objects**



into containers. The children scooped their own soil into the source pan, then went around the garden looking for leaves to add to make an Autumn soup. Adele, Jacob, and Leia were engrossed as

they grasped and squeezed the soil and the leaves with both hands. Leia and Adele enjoyed sharing their soup, while Corto and Jacob pretended to taste it. All children enjoyed exploring and experimenting in the natural environment, using their senses, and remained focused for a short period of time. **Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, and animal life.**

Autumn continued

Sunshine room children continued to learn about the Autumn theme for a second week, as well as celebrating Children in Need on Friday, 14th Nov, and staff had decided to wear something yellow for the day. The week was mostly focused on exploring Autumn further to learn about autumn animals by creating paper plate badgers, painting foxes, making leaf owls, creating squirrel collage as well as exploring Conker rolling, painting pinecones and creating a leaf collage.

Painting badger – CL/speaking & understanding

The sunshine room children enjoyed painting their own badgers with the practitioner's support as part of their daily activity. The practitioner prepared black paint, a paper plate, googly eyes, and a soft puppet badger as a visual. The practitioner used the puppet to talk about the badger, describing it as black and white, then pointing out its eyes and nose. **Concentrates intently on an object or activity.** The children were given the plates after Rumi used her right hand and dipped the brush in the paint, then made marks on the paper plate, **able to follow routine events and activities using nonverbal cues.** Corto was given a brush, but he put that down and dipped his hands into the paint instead. Leia showed interest and made marks using her right hand; she dipped the paint back onto her work. Aria also held the brush with her right hand, made a few marks, then, with encouragement, she did a little bit more. Aria was interested in the googly eyes, using her **pincer grip** to pick them out. Rumi & Leia repeated words such as “badger, painting, black, eyes” as the practitioner guided them using their **short sentences.** Once the children had painted their badgers, the practitioner made two folds on each plate to create the badger shape, then supported them as they added glue to stick the eyes. The children watched as they noticed the changes and the result of their badger. Overall, they were engrossed well, carried out the activity to the end, and enjoyed the marks they made with paint



and crafts.

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Conker rolling / Ead/creating with materials

The practitioner prepared a tuff spot with paper, paint, and conkers. All the children wore aprons, and the practitioner showed the conkers to the children, encouraging them to repeat after her. Rumi was able to attempt it, and Corto babbled, Noa nodded, and the babies all wanted to touch it as they reached out, grasping for the conkers. Each child got to hold one and feel it.



Noa wanted all of them. **Experiment with a range of media, materials, sounds, and whole-body movement through multi-sensory exploration.**

The practitioner then took the conkers and dipped them all in the paint, using the brush to coat them. Then she dropped them onto the paper tray and began rolling and shaking it as the children watched in awe. Aria, Noa



and Rumi tried to grasp them, but the practitioner encouraged them to hold the tray and roll the conkers. Rumi, Corto, Noa, Carmela and Aria had a go at shaking the tray and were smiling and laughing, enjoying the activity. **Notices and becomes interested in the transformative effect of their action on materials and resources.** The practitioner used lots of words and excitement in saying “conker rolling, shake, look at the brown paint, look at your painting” to encourage the children to explore **making marks with paint.** This activity supported the children's understanding of the world and their ability to explore through sensory exploration.

Children in Need Painting a Pudsey bear - UTW People and communities



To support the children's understanding of the theme of Children in Need, the practitioner showed the children a picture of Pudsey Bear and allowed them to look and understand that it's a yellow bear with a colourful eye patch. They also learnt a new song as we listened to Pudsey Bear's charity awareness song. We spoke about how Pudsey is our friend and likes to help children. **Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them.** The sunshine room children enjoyed taking part in the painting activity, making their Pudsey bear with the practitioner's support. Amir, Corto, Yunus,



Leia and Jacob were all around the table, ready with their aprons on. The practitioner provided the children with their own paper plates, yellow paint and paintbrushes. The practitioner began describing the bear's face whilst drawing the eyes, nose and mouth onto the paper plates, as some children noticed they pointed to the marks and themselves. **Children are aware of and interested in their own and others' physical characteristics, pointing to and naming features such as noses, mouths and eyes.** The children were shown how to hold their brushes to support their fine motor skills as they painted their Pudsey bears. Leia and Corto were able to grab their paintbrushes and paint without the practitioner's support, while the practitioner guided Yunus, Jacob, and Amir in holding the paintbrushes and making marks. The children were also provided with pom poms to add to their painting, and the picture was shown again to link the polka dot eye patch on the Pudsey bear. Leia was showing excitement and collected all the pom poms in her hand, then she was encouraged to stick them down. Corto saw them, said “ball,” and picked the blue one. Overall, the children enjoyed exploring the painting with the practitioner.



Rainbow Room

Pumpkin week combined

Firstly, we would like to say a big welcome back to Nayab back into Rainbow Room after her maternity leave. Nayab is excited to be part of Rainbow Room and look forward to getting to know you and the children.

Pumpkin Week



Pumpkin week is such a magical time here in Rainbow Room, where the children are encouraged to explore and get involved through safe, fun and creative ways. The children thrived in using their senses to discover their surroundings, explore new textures, tastes and engage in new experiences. Rainbow room children got to participate in various arts and crafts activities, sensory play, pumpkin carving, making bat and spider collages, counting seeds, dressing up in costumes, and

much more.

Pumpkin Sensory Play / EAD Being imaginative and expressive



Our very first activity for pumpkin week was the Sensory play, where the children got to scoop out the pumpkin guts and the seeds, and explore the texture using their senses. Pumpkin scooping is an excellent sensory experience for the children as they can **challenge their tactile senses** by touching and transporting the seeds.

For this session, we had Matteo, Esme, Sylvie and Mae who showed interest. As the activity began, the practitioner carefully cut open the pumpkin and demonstrated how to use a tablespoon to scoop out the guts and the seeds. All the children were able to **listen attentively** and took turns to see what the pumpkin looked like inside. Matteo was very excited and vocal throughout the session. He carefully handled the pumpkin using both his hands and **used simple**

words to make a request. For example, he used his index finger and pointed to the second pumpkin while saying "This One", indicating to the practitioner that he wanted both the pumpkins. Matteo then used a spoon with his right hand and started scooping out the guts and seeds while developing **hand-eye coordination and dexterity** by manipulating the pumpkin guts.

He became fascinated by the seeds as he started inspecting them by carefully observing them closely, "Wow, Seeds", said Matteo as he **paid more attention to small items.** Esme at first hesitated and observed her peers having a go, but soon got stuck in and started feeling the texture of the pumpkin using both her hands. She was fascinated to scoop out the insides and was surprised to find so many pumpkin seeds. She enjoyed the experience of watching the juice dripping down her fingers and kept laughing. Mae was experimenting with different pumpkin parts such as the skin, stem, seeds and pulp. While feeling the texture of the pumpkin skin, Mae said,



“It’s too hard” as she was building on her **expressive language skills**. She then counted the number of seeds she had and managed to **count the numbers in order**. “I have 5”, said Mae. She reached out and got two more seeds and said, “Here I got two”, **sharing her thoughts and ideas** with the practitioners. Furthermore, we had Sylvie, who expressed her own ideas by using a tablespoon to bang on the hollow pumpkin and listening to the sounds it made. She then paid attention to details as she used the spoon to scoop out the guts.

Making treat or trick bags – EAD Creating with materials

Moving forward to our second activity, is our old-time favourite **Trick or Treat Basket**. For this session, we had Zachariah, Ayaan, Esme and Matteo who showed interest. The children were encouraged to select their choice of coloured cards and provided various craft materials which they could use to decorate the basket, as this enables to children to have a **sense of control** over their surroundings and **boost their self-confidence**. Zachariah first used the crayons to add lines and circle marks on his card, while holding the crayon using digital grasp. He then used the glue stick to spread the PVA glue onto his card and stuck the shape cut-out one piece at a time using his right thumb and index finger, demonstrating his ability to **use single-handed tools more effectively**. Throughout the activity, Zachariah has become more vocal and expressed his creative ideas by giving **meaning to the marks** he was making.



Ayaan also participated in the activity after noticing his friends had finished decorating their bags. He went on the participant's side and started tapping his chest three times, then said “me turn please”, as **he uses gestures and body language to convey needs and interests and to support emerging verbal language use**. Ayaan selected the pink card; he used the crayons to draw lines and zigzag patterns on the card while expressing his imagination through mark-making.



He then held their glue stick with his right hand and carefully spread the PVA glue onto his card and stuck on the cut-out provided. Ayaan was able to **maintain his concentration and pay attention to details** throughout the activity.



Painting bats – UTW The world

For our third activity, the Rainbow Room children focused on painting their bats using black paint and kitchen tubes. Noah, Sylvie, Mae, Esme, Sa'ad, and Salah participated in the session. Rainbow Room children got to develop many skills during this activity, such as developing their **fine motor skills** by manipulating junk modelling objects and **problem-solving skills**. The practitioner explained the activities by using visual props to enhance their understanding of a bat and what it looks like. She then modelled how to hold the brush using digital grasp and create large lines across the kitchen roll tube. Noah showed interest and helped himself to a paint brush with his right hand, palmar grasp and dipped it into the paint pot. He then made several lines on the tube as **demonstrate a preference for the dominant hand**. He got very excited about his work and drew the adults' attention by tapping them.



Sa'ad was keen to have a go and **showed a can-do attitude** as he got himself ready for the activity. He used his right hand and held the paintbrush using digital grasp and made several lines on the tube. He then **shared his own ideas** by painting his hand and creating a handprint on the tube. "Look what I'm doing", said Sa'ad as he held out his hands to show it to the practitioner.

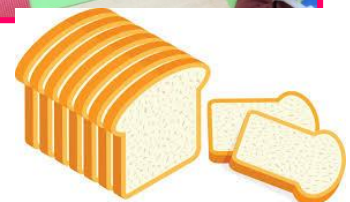
Harvest

Our children have been learning about the Harvest Festival and the importance of this celebration. We have been learning about farming and exploring food and where it comes from. We created an interest table with books, objects relating to farmers and real food for the children to explore and investigate. Rainbow room children made a scarecrow with natural resources, baked bread, made a collage of animals like owls and read books like Farmer Duck during circle time. Harvest festival is a great way of introducing children to understand the world and food production.

Baking bread – Mathematics / Measuring



For the first activity, the children participated in a baking activity that focused on learning about the bread-baking process, including the ingredients used, as well as measuring and counting. While looking at the ingredients, Esme confidently started naming each ingredient independently as she is **learning new words rapidly**. Furthermore, Sa'ad and Salah were very intrigued when they noticed the ingredients and **asked open-ended questions**, such as "What are we doing



today?” The practitioner showed them the ingredients and the recipe book and said, “We are baking bread”. Salah then responded and asked, “How are we going to do that?” The practitioner explained step by step on how to make bread and encouraged the children to take turns adding the ingredients into the mixing bowl. Saad, Salah, and Esme used their right hands to hold onto the measuring cup and scoop one cup of flour into the bowl as they were learning **measurement through weighing** the ingredients. Noah helped add the teaspoon of yeast into the mixing bowl. Each child then took it in turn to mix the yeast until it was thoroughly combined with the water. Esme was the first to mix. She used her digital pronate grasp to hold the spoon and mix; however, she was doing it too fast, so some of the mixture spilt. Sa’ad went next, and he was very keen to demonstrate his ability and said, “I do it slowly,” and stirred the mixture in a circular motion. Ayaan also participated in the activity. As soon as he saw his peers finish making it, he got himself ready by placing a cutting board in front of him. He announced to the practitioner, “It’s my turn”, and held the spoon with his right hand and mixed it in a circular motion as he **used language to express** himself.

After the dough was all done, the practitioner scattered flour all over their cutting board and gave each of them a portion of dough. Esme enjoyed patting her dough. Zachariah would press his dough using the palms of his hands until it was flat. Sa’ad used his index finger to poke a hole in his dough. Noah would use both of his hands to roll the dough. Ayaan would use both his hands to press his dough and said that he was making a “pizza”, developing **their fine motor skills** as the children learn to knead, roll and pat the dough.

Making a scarecrow – EAD Creating with materials

The second activity Rainbow children took part in was a continuation of learning about the season, autumn. The children who participated in this activity were Zachariah, Mae, Salah, Esme, and Ayaan. The children enjoyed looking at pictures of a scarecrow at the start of the activity. The practitioner showed the children a visual of a scarecrow. Whilst looking at the picture, Mae enjoyed pointing out the difference that she sees. She pointed out how some scarecrows have “hats”, some of them have “back hair”, and some have “blonde hair like me”. She is **becoming aware of their unique abilities**. After examining the visuals, the practitioner discussed the purpose of these visuals on the farms, how the scarecrow helps to keep the plants/crops safe from birds that want to eat them. We spoke about harvesting and farming, and the children listened attentively. The practitioner then demonstrated the scarecrow collage as she used a glue stick to stick glue onto a paper plate. Each child then created their own collage, giving it a feel of the hay. As they pressed down the hay onto the paper plate, Mae repeated after the practitioner, “spreading the glue”. **She Learns new words very rapidly and is able to use them in communicating**. Salah enjoyed feeling the texture of the hay. Zachariah watched his peers as they spread the glue in circular motions and then attempted to do the same. Ayaan enjoyed this activity and rolled up his sleeves before the start, following the practitioner’s instructions. The children were very engaged in this activity and followed the simple instructions. They were curious to see images of scarecrows and found this activity fun and exciting. These activities gave the children an opportunity to develop their learning about the world, how a scarecrow can help protect the food planted on the crops.



Making owl – UTW The world



The third activity that the rainbow children created to learn about autumn was to design an animal they might see during this season, specifically an owl. The practitioner made a cutout of an owl on each piece of paper. The first child to participate was Mae. She eagerly stood next to the practitioner to participate in the activity. She asked one question: “What are we doing?” As soon as the practitioner told her, she said “okay” and independently started the activity on her own. She looked at the drawing of the owl. She said, “It’s a birdie.” When the practitioner told her it was an owl, she looked unsure and said, “Oh, it’s an owl.” She holds a conversation, jumping from topic to topic. The

practitioner showed her a picture to help her become more familiar with the animal. The practitioner pointed out that an owl has big eyes, brown feathers, and pointed ears. She held on to the end of the glue stick with her right hand, and her left hand grasped a brown pencil. When she is done with the glue, she will transfer the brown pencil to her right hand so she will have a free hand to take the dried leaves and stick them on the owl. After sticking, she will use the brown pencil to colour some areas of the owl. As Mae was participating in the activity, Rayan took an interest and approached the table. He knelt to see the cup of glue closely. He used his right hand to hold on to the spatula and spread the glue all over the owl's tummy. He enjoyed spreading the glue around and wasn't that interested in touching the dried leaves to decorate his owl. He sat there for 2 minutes mixing and spreading the glue all over his paper. He pays attention to his own choice of activity. Sylvie also participated in the activity; she approached the table as soon as the practitioner encouraged her to look at the picture of an owl to see what



they would be mimicking. As soon as she was at the table, she held on to the glue, using her right hand, and used tapping motions to spread her glue all over the owl. Then, she would let go of the glue and use both of her hands to take a handful of dried leaves and stick them on her owl. This activity helps the children learn about different animals that they may not see very often, like as their characteristics. This also allowed them to expand their creativity as they were able to use different materials to create their art.



Autumn



Rainbow Room children continued to learn about autumn. However, they focused on the changes that they may see in their surroundings due to the change of the season or weather conditions. They learned about how the weather is getting colder, and how nature is getting affected by it as it changes colours. The children participated in multiple activities such as painting a tree using LEGO as a stamp, making magic wands using resources that they may see outside, and creating different types of marks using pinecones, sticks, and leaves. This week's activities supported children learning about the world, creating with different materials, fine motor skills and many more.

Tree printing marking – EAD Creating with materials

To begin this week, the children learned how the leaves on the trees change colour throughout the season. How it went from lively green during the summer to yellow/red as the weather gets colder for autumn/winter. The children all helped themselves to the apron and stood around the table. The practitioner demonstrated how to dip the Lego into the paint and then create printing on the tree template. We had Sa'ad, Mae, Esme, Matteo and Sylvie who happily participated in this activity. I want this colour, said Sa'ad as he dipped the Lego brick into red paint. He asserts their likes and dislikes, choices, decisions, and ideas. He then makes several print marks around the tree. Sa'ad then dipped the brick into yellow paint and continued to make the marks, as he said, when he noticed the red and yellow colours had mixed. The practitioner asked him what happened, Look, it's brown now," said Sa'ad while pointing to his work using his right-hand index finger. Sylvie was fascinated with this activity. She dipped the Lego into red paint and made some prints. Look said Sylvie to the practitioner. The practitioner pointed to her work and said Look, Sylvie, you're making a square pattern on the tree. What this colour said to Mae, the practitioner pointed to each colour and said This is red, yellow, and brown, like the autumn colours. Mae then responded, saying, "I like red." She uses word in asserting her likes and dislikes. Esme joined in and said, "I want this colour," as she reached for the yellow shade. She begins to use me, you and I in their talk. She then puts



both her hands and starts feeling the texture of the paint. She then placed both her hands on the paper and made prints. She then picked up the Lego, dipped it into red paint, and printed on top of her handprint. This activity supported children's learning in understanding the changes they may see due to weather/seasonal changes, in creativity in using different materials to create their marks, and in fine motor skills.



Natural flag – UTW The world

For the second activity, the children made a flag using natural resources they can see during their walk to the park or on the way to the nursery. Sylvie and Mae approached the table together. Mae would ask questions about the activity, like "What are you doing?" And "Is that activity?" And Sylvie would also ask the practitioner by using her body language: with one word, she would point her right-hand index finger at the dried leaves and say, "this". Sylvie would use gestures,

sometimes with limited talk. Once all their questions had been answered, Mae and Sylvie took one plate each and started to pick out their leaves from the basket. Mae would pick leaves one by one and examine them first before placing them down on her flag. She would look at the leaves to see if they were big or small. Sylvie enjoyed ripping the leaves into smaller pieces before playing with them on her flag. Whilst they are participating in the activity, some children approach the table, like Ayaan, to listen to the teacher explain how the leaves from the tree change colour and texture as the weather gets colder. The leaves would change colour from green to brown, and their texture would become drier and more wilted. Ayaan



focused on the practitioner's explanation, then began participating in the activity. Ilyas also participated in the activity. At first, he was focused on participating in his own play in the home corner. With encouragement, he approached the table and used his right hand to hold a leaf at a time and place it on his plate. Each time he put a leaf, he would look at the practitioner, smiling to see their reaction. This activity supported children's learning by helping them understand how seasonal changes can affect objects they may see in their day-to-day lives.



Making a wand using natural resources – CI Speaking

To start the activity, the practitioner showed a child a visual of a nature wand. When the practitioner showed children a picture, all of them said “wow”. Esme was standing at the other end of the table, so she voiced out her concern to the practitioner, saying, “It’s too far” “I can’t see” So the practitioner was able to find a solution by moving the picture closer to her so she could see. Mae said, “Wow, it looks like that”, while pointing at the resources on the table. Mae uses



language to share feelings, experiences and thoughts.



After looking at the reference picture, the practitioner told the children not to glue the entire stick and to use only a little bit of glue to cover the tip of the stick. Esme and Mae respond to the practitioner by nodding their head and saying “okay”. Throughout the activity, Mae and Esme would look at their peers next to them and remind them by saying, “Just the top bit, okay”. Esme would tap her peers' shoulders

and say, “Just a little bit”. Zachariah enjoyed the activity. He held on to the popsicle stick with his left hand, and his right hand held on to the glue spatula. His eyes were focused on putting on only a little bit of glue on the top. When he was all finished, he went to the practitioner's side and said, “Look, I did a little bit”. Once he was all done with his wands, he gave them to the practitioner and asked, “Can I do more?” **Beginning to ask simple questions**. Sylvie also participated in the activity. At first, she would only play with the materials and watch till her peers finished their wands. Once they were nearly done, Sylvie started to make the wand she held on the popsicle stick with her right hand and a glue spatula on the left. She was struggling to keep her hands steady to only put a little bit of glue on the top, so her older peer next to her helped her out. After her peer helped her out, Sylvie gave them a big smile, her way of saying thank you. This activity allowed the children to learn about the world but all math’s by learning about too little and too much. This also allowed the children to further develop their focus, attention, hand and eye coordination.

Star Room

Harvest

The children took part in learning about Harvest. It’s a theme that helps children learn about where their food comes from and why the harvest season is so special. Some of the activities that children have been engaged in include painting a tractor and discussing the farmers and farm animals. Making scarecrows, vegetable printing, baking bread, making vegetable soup, exploring autumn vegetables, and learning about different foods that come from the harvesting.

Making Scarecrow - Understanding the world

The children were introduced to scarecrows and their purpose on farms. The practitioner explained that scarecrows are used to scare away birds and protect crops such as corn and pumpkins. The practitioner first showed the children an image of a scarecrow, and during the discussion, **open-ended questions** were asked to encourage the children’s **thinking and understanding**. When asked, “Why do we have scarecrows?”, Solomon replied, “To scare birds,” and when asked, “Where can we find a scarecrow?”, Nell responded, “On a farm”, **talking about why things happen and how things work**. Following the discussion, the children were given the choice to make their own scarecrow using either a toilet roll or a round paper plate. Amaru, Lillian, Jasper, and Solomon chose the toilet roll option, while the rest selected paper plates. They shared materials such as glue pots, corn, and hay, working together and showing good **turn-taking**. Leo used his **hand-eye coordination** while creating his scarecrow and was very pleased with his creativity. Lillian observed how the glue moved as she applied it from top to bottom, **showing curiosity and observation skills**. She then added corn and hay to her toilet roll. Romy showed initiative and creativity by requesting “googly eyes” to complete her design. Solomon and Tai practiced their **fine motor skills** as they rolled their toilet rolls back and forth while applying corn. All the children were engaged and thoroughly enjoyed the scarecrow-making experience. After the activity, the practitioner sang the song ‘Dingy Dangy Scarecrow’ with the children and did the actions.



Making pretend vegetable soup - EAD – Being imaginative and expressive



The children participated in making pretend soup. Children learn **social, cognitive, and physical skills** by pretending to make soup, such as language and communication from naming ingredients, problem-solving when figuring out "recipes," and fine and gross motor skills from chopping and stirring. This type of pretend play also encourages **creativity, confidence**, and even healthier



eating habits by introducing food concepts in a fun way. Leo, Eylas, Eli, Salma, Jasper, Nell, and Lillian participated in this creative activity. The practitioner spoke about the vegetables and their origins. Jasper said, "It comes from the farm my mummy went to get vegetables from a farm". Eylas heard what Jasper said, and he said the same sentence as Jasper. The children were given an onion and asked to peel the skin and feel. Leo removed one layer and passed it to his peer. Open-ended questions were asked, such as Can you eat an onion with the skin? Leo said, "No, you can't, you'll choke, and you have to go to the hospital". Leo felt the skin, using his sense, he said, "it feels crunchy", Nell said, "it's hard to remove the skin", as Lillian was removing the skin, she said, "it feels soft". After all the children took turns, the children were shown other vegetables, Eylas said; "I like to put potatoes in my soup and pumpkin", the practitioner showed coriander to the children, they were given one stem with leaves and asked them to smell, the children smelled the coriander, Jasper, Eylas and Nell repeated the word coriander, Eli said; "can I put coriander in my soup?", all the children began to **use their fine motor skills** to scoop up the mud, **using palmers**



grip to pick up the vegetables, children added water to their creation, as Leo and Jasper were pouring water into the bowl, the water was coming out from the other end, Leo noticed that it has a whole, he said; "my water is not staying", the practitioner suggested to get a bowl not a strainer, Jasper and Leo transferred the vegetables and mud into the bowl and the children added water. Leo said, "Look, my soup is ready for the monster". Eli asked Amaru to join in. Amaru bought a bowl, Eli shared his ingredients and transferred some



into her bowl. Salma asked, "Can I have some pumpkin?" She used her hand-eye **coordination** to create her soup. All the children were engaged and enjoyed making their soup, using their imagination, thinking, creativity, social skills and turn-taking.

Autumn



Autumn tree collage **Understanding the world: The world** **Expressive arts and design: Creating with materials**

Children learn fine motor skills, creativity, and an appreciation for the natural world through autumn collages. This activity helps develop skills like tearing, snipping, and glueing, encourages imaginative play by using leaf shapes to create things, and teaches them to observe and identify seasonal changes by collecting and sorting natural materials. Jasper and Elyas wanted to come out into the garden to pick up the leaves; they both took the basket from the home corner and went along with the practitioner. As they were picking up the leaves, Jasper said, "I am picking sticks," and Elyas

replied, "I'm picking the sticks too." The children used their gross motor skills to pick up the leaves. Amaru, Leo, Eli, Zenaiya, Jasper, and Tai participated in this activity. The children were asked open-ended questions, such as "Why are the leaves falling?" Jasper said, "It's Autumn, leaves are falling." Another question was about the colours of leaves in autumn. Amaru said yellow and red, and Elyas said orange. The practitioner showed images from a book of leaves changing colour in autumn. The children **talk about some of the things they have observed, such as plants, animals, natural and found objects**. The practitioner then explained that they would make the colour brown, and Solomon asked how to do so. The practitioner showed two colours, and Zenaiya said it was green and red. The children **continue to explore colour and how colours can be changed**. After mixing the colours, a tree was drawn on a large piece of paper, and the children were asked to apply glue to create a tree collage. Leo used his dominant hand to spread glue onto the paper, but as he was spreading, he decided to apply it to his hand, exploring the sensation. Amaru and Zenaiya calmly transferred the glue, swirling it horizontally and vertically onto the canvas, and began applying leaves to the large paper. Eli was engaged for some time; he added some leaves using his fine motor skills and said to the practitioner, "I'm done." Tai used his **hand-eye coordination** to apply glue to the canvas, gently picking up the leaves with his pincer grip and sticking them onto his creation. All the children were engaged in an activity where they shared one large canvas, with glue pots

placed between them. The children enjoyed themselves and engaged deeply in this activity.



Cleaning and hygiene

This week, our theme was Cleaning and Hygiene. The children engaged in a range of hands-on activities, including washing dishes, blow painting with straws, exploring hand-washing germs, doll washing, and cleaning equipment. They also practiced yoga and participated in small-group interventions such as turn-taking games, pop-up pirates, click-clack cars, fishing activities, and calming basket activities to support emotional regulation. As a bonus, the children enjoyed a French session where they learned simple words and phrases to encourage early language development. The children also went to the residential home, where they enjoyed themselves, participated in games, and read stories with the residents, promoting kindness and social connections. Throughout the week, the children expressed their **creativity, strengthened their fine and gross motor skills**, and developed a deeper understanding of **personal hygiene, self-care**, and the importance of caring for their environment, all while continuing to build positive social interactions and supportive, caring relationships.

Washing Dishes **Personal, Social and Emotional Development: Sense of self**

Mathematics: Measures



The children participated in washing dishes. Those who showed interest were Leo, Jasper, Lillian, Elyas, Mikyle, Salma, and Nell. Dishwashing helps children develop fine motor skills, hand-eye coordination, and a sense of responsibility, as well as life skills such as organisation, patience, and cleanliness, which contribute to their self-esteem and capability. While washing, Leo carefully scrubbed a plate and said, "I need to get all the food off," showing attention to detail. Jasper sorted the cups and plates by size, commenting, "These go here, and these go there." Lillian and Salma preferred to do their own tasks independently, washing and drying dishes at their own



pace, demonstrating that they **have a clear idea about what they want to do in their play and how they want to go about it**. After washing, all the children used individual clothes or towels to dry the dishes, allowing them to practice coordination, control, and independence. As they washed, sorted, and dried the dishes, all the children **explored differences in size, length, weight and capacity, noticing how the objects varied** and handling them accordingly. The activity helped develop **dexterity and strength in fingers and wrists**, improved practical skills for writing and drawing, and encouraged attention to detail, confidence, patience, and independence. The children also learned practical life skills, understood the value of belongings, and recognised the importance of cleanliness and hygiene for staying healthy.



Germ washing **Physical Development: Health and self-care**

Communication and Language: Speaking



The practitioner set up a germ-washing sensory activity to help the children understand the importance of handwashing in preventing the spread of germs. She explained that the green glitter represented germs and that some germs are good while others can make us unwell. A large tray was prepared with PVA glue and green glitter. Romy, Nell, Amaru, Leo, Lillian, Solomon, and Mikyle showed interest as they gathered around. When the practitioner asked how it felt, Romy quickly replied, "Slimy!" and Solomon also said that it felt "slimy," while the others compared the mixture to their hands. Lillian began by gently dipping just her finger



into the tray, then became more confident and placed her whole hand in. Romy and Nell pressed both hands into the mixture and looked closely at how many "germs" had stuck to their palms. Amaru and Leo examined their hands and commented that they felt "sticky." Mikyle enjoyed spreading the glue and glitter around and noticed that the glitter stuck firmly to his hands, demonstrating how germs can cling to skin. The children **used to talk to explain what was happening and anticipate what might happen next** as they described the textures and discussed their observations. Later, after the exploration, the practitioner guided the children to the sink. They carefully washed and dried their hands, and the children **can wash and dry their hands effectively and understand why this is important**, as they saw the green "germs" disappear. The activity helped the children understand how germs spread and why proper handwashing is essential.



Bonus sessions

Residential visit UTW – Peoples and communities

The children visited their local residential home with Hafiza after coming back from her leave. The children who attended were Romy, Nell, Elyas, Lia, Salma, Jasper, Tai, Mikyle, and for Amaru, Zachariyah and Esme it was their first visit. Children learn empathy, patience, and respect for the elderly, along with improved social skills and language abilities. When children visit a care home, they foster positive intergenerational relationships and a broader view of the world.

On the way, the practitioner explained to the children where they were going, and they observed their surroundings. Tai said, "It's raining, I have my spider wellies" Amaru heard what Tai said, and she responded by saying, "I have wellies too, I can jump in the puddle" She noticed the [detailed features of objects in their environment](#). When the children arrived, they were warmly welcomed by one of the residents, Patrick. He guided them to a communal lounge, a large room with many chairs, tables, and sofas. The children sat down and waited patiently for the residents to join, and whilst waiting, Peri gave the practitioners and the residents a sticky label with their names on it. Five residents came to spend time with the children: Mary, Fibion, Anwara, Charlotte, and Patrick.

We started with singing hello as we greeted the children, staff and residents one by one. The children then did a warm-up where we all stood up, formed a circle around the middle table, and sang the 'Head, Shoulders, Knees and Toes', with the actions and enjoyed joining in with moving [and singing](#). Everyone was then guided to the designated area where the games were set up. The residents joined the two tables with a group of children and one practitioner each. The games included bingo puzzle game, gears, click clack cars, tower blocks and playdough. Everyone was engaged and enjoying the calm, interactive games, connecting through conversation and sharing lots of laughter.

One group consisted of Amaru, Zachariah, Esme, Nell and Peri and from the residents, Mary and Anwara joined. The children first started off with playing with the gear, tower blocks and then took part in a turn-



taking game of click-clack cars. Zachariah sat next to Mary and asked her, "Where's my grandma?" Mary answered back and said, "I'm not sure". The children first showed interest in playing with the gears, Amaru said; she made a star, Zachariyah was playing with gears with Mary and said, "he was making an aeroplane". Nell was playing with Esme with the small colourful blocks. They were building a tower together, and Nell was asking Esme what colours they were using as she answered, "red", "blue" and "pink". Anwara was trying to **build a relationship** with Amaru and Nell, who were sitting next to her, and she was helping the children by passing them some gears while they played. The children then had a turn with the click-clack cars, and they formed two groups of three: Mary, Zachariyah, and Esme. Anwara, Amaru and Nell. They had a car each, and the residents were guiding the game, ensuring everyone had a turn to place their cars and roll them.



The second group consisted of Tai, Elyas, Jasper, and Faiza, and, among the residents, Patrick and Charlotte joined to play bingo; they were all engaged in the game, using their hand-eye **coordination**. They all played the colour coordination game and made shapes with play-dough, **using fine motor skills**. Patrick said as he was playing a game of bingo, I really like this game.

The other group consisted of Lia, Mikyle, Romy, Salma and Shanaz. The children used **their imagination** to make things with the gears. Lia said, "I made a rainbow lollipop". Romy made a long train with the gears. She said, "Look, Shanaz, I made a rainbow train". Salma joined the gears together and said, "I made a lollipop". Mikyle put together lots of different-coloured gears, and he said he made a boat. The children then all **took turns** with the click-clack cars. They were given one car each and **listened attentively to what the practitioner said** to them. Mikyle, Lia, Romy and Salma all **waited patiently** for their peers to finish taking their turn. During the activity, the practitioner said that she didn't take a turn because she doesn't have a car, so each child then gave their cars to the practitioner to take a turn. The children then played bingo. They were each given a card and instructed to choose a small card to match the picture on the big card.



Towards the end of our visit, everyone gathered around the cosy area, where we ended with a story session, and Hafiza read 'The Rainbow Fish' using props. Whilst Hafiza read the story, Peri held the rainbow fish puppet, waving around as the story was read. The children **repeated and used actions and words from their familiar story**. The children then passed a shiny blue material to feel the scales, and the children and residents enjoyed holding the props and feeling them. We finished the visit with a goodbye song, with everyone joining in and waving goodbye to the residents as we left.

Library trip - Literacy - Reading

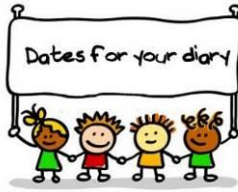
Star room children went to their local library in the afternoon. We took seven children and three practitioners. The children who attended were Mikyle, Nell, Lia, Romy, Leo, Amaru and Tai. It was Amaru's and Tai's first time going to the library with the nursery. On the way to the library, the children encountered various things they observed in their environment. Whilst passing Benthall Primary school, Leo said, "I can hear children playing football". Mikyle said, "I'm going to go to school". Peri replied, "In September". Lia said, "We're going to pass my house" as she pointed at her house on the way to the library. Leo was walking through some leaves and noticed they made a crunching sound. Mikyle saw a bus and said, "That's the 106". Nell said, "I go on the 106 bus with my mummy and daddy". The practitioner asked Nell if she knew where the 106 bus took her. Nell replied, "To Lea Bridge roundabout". We went past a three-wheeled bicycle. Tai said, "Look, it's got three wheels". The practitioner explained to the children that a tricycle has three wheels, a bike has two wheels, and a tricycle is called a tricycle. The children were very interested in their surroundings; they were observant and asked many questions. Nell and Lia said, "We have to be very quiet when we get to the library, can't make noise".



The practitioner explained the library rules to the children, such as being quiet, looking at the books, reading a story, and returning books. Leo mentioned he wanted a police book this time. As we arrived at the library, the children first went to pick up some books from the shelf and did independent reading while the librarian came. Leo found a book of interest to him about a train. Amaru showed interest in looking at a dragon book, and Lia was looking at a Christmas book. While the children were doing independent reading, Nell, Romy and Tai went with a practitioner to return the previous books we borrowed. The children wanted to keep the book, 'Not Now Bernard', as it's one of the children's favourite books at the moment, so we brought that book again to the nursery. While the children were waiting for their story session to begin, they chose their books of interest and set them. Amaru gave the practitioner books to read to her.



After returning and borrowing new books, the children sat down, and the librarian read them a book called "I want my hat back". As the session was over, it was time to go back to the nursery. The children held hands with their peers and the practitioner. When we all came out and came to the crossing, the children were asked to keep an eye on the traffic light when the green man appeared. All the children enjoyed their visit and were happy to read the books they had chosen at nursery.



Winter Holiday

Last day Tuesday 23rd Dec Nursery closes at 4 pm
– Re-open Tuesday 6th Jan 2026

Thurs 25th Dec – Public H
Fri 26th Dec - Public Holiday
Thurs 1st Jan – Public Holiday
Monday 5th Jan – Inset day

Eid Holiday

Around 19th March 2026 (To be confirmed)

Easter Holiday

Last day Thursday 2nd April 2026 Nursery closes at 4 pm
– Re-opens Tuesday 14th April 2026

Monday 13th April – Inset day

Comments/ Suggestions

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

We really appreciate your feedback, please review our nursery on google so that we are able to promote our services to other parents and families. <https://goo.gl/maps/1sGwLz2R6nc1aAdW7>

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

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