

As we celebrated a week filled with love for love week, we would like to thank our amazing Manager, Hafiza, for the treats for the whole staff team. All the children and staff celebrated love throughout the week.



**Happy Birthday!**  
Ada and Maya

We would like to take this opportunity to reach out to all parents / carers and express how saddened we are by the devastation caused by the earthquakes in Turkey and Syria. It has affected many people in many ways, and we would like to let you all know the staff are here if anyone would like to speak about anything. If this has affected you personally and you feel your child may need some extra support, please let us know, you are welcome to approach the office or Hafiza or your child's key person.

If you would like to donate, please see below for some organisations that are raising money to help those affected

<https://www.dec.org.uk/appeal/turkey-syria-earthquake-appeal>

<https://www.savethechildren.org.uk/how-you-can-help/emergencies/turkey-syria-earthquake>

### Surprise Food inspection

We are so pleased and excited to share the results of our recent and unexpected food inspection. We are happy to announce we received the highest rating: 5 once again 17 years going.

Thank you to our amazing cooks and Head Chef, Zarina, who has been with us for 10 years, tirelessly cooking yummy food and keeping our kitchen spotless. Also, a big thanks to our amazing cooking assistant Tsimba who has recently joined our team. Well done!



**Parents afternoon** – We will be having online parents' afternoon from Wednesday 22<sup>nd</sup> March until Friday 24<sup>th</sup> March. Please look out for an email stating your appointment which will be online via zoom

**Red nose day** – To raise money for Red Nose Day, We will be hosting Sports day on Monday 13<sup>th</sup> March and a disco on Tuesday 14<sup>th</sup> March. Please ensure you have received your sponsorship form and get as many sponsorships as possible to help achieve our target of £200.00.

## Parent Notices

- ✓ No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- ✓ Please provide a labelled bag with an adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.) Please feel free to label your child's clothing.
- ✓ Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, and hats.
- ✓ Please call the office between **9.00 am to 9.30 am** to inform us of any absences or late arrivals.
- ✓ Breakfast Starts from 8.05 until 8.50 am. If you wish for your child to have breakfast, please arrive before 8.45 am.
- ✓ Please store buggies in an orderly fashion, do not obstruct the pathways. **All buggies must be folded.**
- ✓ Can parents please make sure you are here to pick your child up: latest by 5.45 pm as we have too many parents coming in together which delays feedback and closes the nursery on time.
- ✓ Please ensure you dress your children in clothes you do not mind getting stained or dirty as we have lots of fun and messy activities happening in baby room.
- ✓ **Parents are advised for health and safety reasons to NOT bring in nuts (or anything containing nuts) into the nursery setting or around the premises. Some of our children have a severe nut allergy and therefore cannot be anywhere near nuts.**
- ✓ **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name**.
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates. If you have not been receiving any emails, then please get in touch. Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)
- ✓ **Tapestry:** If you need support accessing Tapestry please contact Antoinette  
Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

### 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>

# Star Room

## Numeracy skills

The children participated in various mathematical activities to increase their numeracy skills. We focused on counting, adding the difference between more and less using number cubes, legos and other props.

### Physical Development: Moving and Handling – Threading and Counting



The children were encouraged to try threading and counting to support their counting and hand and eye coordination. Ada began by putting the thread through the wooden piece and said, “I know how to count up to 20” to which Juno and Willow responded, “me too”. The practitioner picked up a piece and said, “what shape is this?”, Juno quickly observed and responded, “that’s a triangle,” she responded to both informal language and common shape names.

The practitioner then held up one more shape to which all the children responded, “that’s a big circle”. Thomas showed immense confidence in counting as he said, “I can count to 100.” He then said, “I’m going to put 100 different shapes in my necklace”. Gene also showed a good level of concentration whilst he attempted to put through the number cubes and wooden rings, he said “I’m trying to put it in, but I only have 1,2,3 inside now” showing he recognises numerals 0 to 10. Mikael and Peggy were supported with their threading as they both counted 10 cubes and rings and put them aside to thread.



This activity encouraged them to use their fine motor skills, working with various-sized wooden rings and number cubes, strengthening the smaller muscles of their hands.

### Mathematics: Numbers – Adding Worksheet

Continuing our maths theme the practitioner printed out math sheets which were split into two sections. The worksheet consisted of different pictures with different amounts of items to support Star rooms adding and writing skills. Thomas and Juno confidently counted each apple, car, and teddy and wrote their answers in the box, they pointed to each item, saying one number for each item, using the stable order of 1,2,3,4,5.







Willow showed good skills whilst writing numbers, she had a firm grasp on the pencil and with support wrote the numbers required. The older children showed sufficient adding skills, whereas the younger ones required support from the practitioner. The practitioner also encouraged all the children to attempt counting as well as writing to develop their thinking skills. Peggy was very interested in this activity, as she asked for help to complete the adding sheet. Peggy, Phillip, Ziggy and Mikaeel needed support holding their pens to write, however, they were confident whilst counting and said what the different objects were. The worksheets offered the children

a unique learning experience together with lots of fun. It advanced their thinking skills by figuring out different maths concepts, [using some number names and number language within the play, and some showed a fascination with large numbers.](#)

### Trip to Library- Clapton Library

Star room went on their fortnightly library trip while walking to the library. While walking to the library noticed the dirty outside walls, the walls which opened discussions about hygiene and how to avoid germs.

Jad noticed vehicles that he recognised, he said, "look there's a big monster truck," he then said "look white and grey car" and continued to talk about cars. Amaya, Peggy and Willow saw litter outside on the floor. This gave us the opportunity to talk about not littering. When asked if we should litter outside, Willow said "no we put them in the bin", which showed [concern for the environment as well as knowing what effects their behaviour will have on the environment around them.](#)

After arriving at the library, the children spent some time looking through and reading books that interested them. The practitioner then read two books for which the children sat and listened attentively. First, the practitioner read *Aliens Love Underpants*. Gene said "big giant" as he saw the size of the alien. The book talked about all the different pants that go missing because aliens are on the hunt for them, the children

[listened to familiar stories](#)

[with increasing attention and recall.](#) The second book, *Terrible Underpants* sparked conversations between the children about the pants they have. Lowen said, "my pants are not terrible" Mikaeel added, "I have different pants like spiderman" [using vocabulary and forms of speech that are increasingly influenced by their experiences of reading.](#) We will continue our library trips as well as our regular story times in the nursery as sessions like these allow children to develop consistent reading habits and access to resources that can benefit them.



## The planet – science week

### Theme: Solar system

Star room focused on the theme 'Solar system'. Often during outdoor play, the children are intrigued by the moon. We will implement activities such as drawing the moon, and the galaxy, and talking about the sun and the role it plays.

The activities Star room children participated in were: introduction to the solar system personalised solar system, papier-mâché planets, rice cracker suns, and painting their planets.



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

### Communication and Language- Understanding - Paper Mache Planets



All of Star room children participated in an activity in which they made planets using paper-mâché. The practitioner had previously shown and named all of the planets with the children, so she began by asking the children if they remembered the names of any planets. Emmett, Gene, Willow, and Amaya were able to remember some of the planets as they called out some of the names such as earth. Lowen began talking about how you would get to space. He said, 'we can make a rocket with the balloon', showing the [use of tools for a purpose](#). Nicholas added that it will go super-fast. After the children discussed the planets, the practitioner explained the activity, putting

newspaper on a balloon and once it dried then they would paint the planets.

The practitioner asked, "who remembers what colour earth is?" Amaya, Emmett and Willow said, "green, blue and white", [using their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking](#). This activity also allowed the children to describe the feeling of sticky newspaper, Peggy explained her fingers were sticky. Nicholas and Lowen wanted to wash their hands as they didn't like the feeling.

The practitioner asked the children open-ended questions such as, 'if we do not add enough glue what will happen?' Nicholas, Juno and Willow responded, 'it won't stick', they [developed their own ideas through experimentation with diverse materials, to express and communicate their discoveries and understanding](#). As the activity continued the children were able to communicate when they needed more paper. Thomas was reluctant to touch the newspaper, so the practitioner encouraged his curiosity and engagement though open ended questions such as: "how many planets are there?" Thomas responded, "8".



As a continuation of this activity, once the newspaper had dried the practitioner asked the children, 'what should we paint first? The children responded, 'Earth'. The practitioner added, 'what colour is earth?' Amaya, Lowen, Philip and Mikaeel all said, 'green, white and blue, showing they [understood simple questions \(e.g. who's that? Who can? What's that? Where is?\)](#). The children enjoyed painting their planets and learning the names of the planets, which some children were able to name when asked a different occasion.





## Love week combined with Rainbow room

### Theme: Love Week

In the Star and Rainbow room, children will be taking part in 'Love week' in various activities. As the children enjoy listening to music the practitioner implemented musical games such as 'Musical chairs and musical statues. Taking part in musical games allows the children to talk about their feelings if they don't win a game. Taking part in love week also helps the children build friendships as they use their creative skills and make cards for one another. We also allowed the children to talk about their loved ones at home with whom they made special items for such as cards. As they talk about their loved ones, they expressed how happy they are.



We also explored ways of manipulating and changing playdough through rolling it out, shaping it with cookie cutters and changing its colour using red powder paint.

### Expressive Art and Design - Making heart handprint cards



As part of Love week Rainbow and Star participated in making handprint cards for their chosen loved ones. The children had a choice of if they wanted to do one handprint or a loved heart handprint. Emmett, Gene, and Mikaeel all chose to do a love heart. As they did their love heart the practitioner asked Emmett, 'what are you doing?' Emmett responded, 'writing my name on the front of the card, showing an [understanding of questions such as who; why; when; where, and how](#). Peggy drew a pink unicorn and Gene said he drew a love heart for his mummy. The practitioner began by asking the children, 'whom do you love?' They were able to respond by naming various family members such as their mum, dad, auntie, grandad, etc.

The practitioner responded by [showing interest in the lives of people who are familiar to them](#). The practitioner the children in groups to do their handprint at a time, the practitioner asked, 'who

would like to do their handprint?' Marley said "mee... I want it on the pink card" Marley gave the practitioner her hand and pointed to where she wanted the practitioner to paint. Marley slowly put her hand onto the card and then lifted her hand to see her handprint, she then took the glitter and sprinkled it onto her handprint. Both Star and Rainbow room children, [understood who, what, and where in simple questions \(e.g. Who's that? Who can? What's that? Where is?\)](#). The practitioner asked Marley what message shall write inside the card she replied, "I love you, mummy and daddy". Gabriel, Juliet, and Maya each had a turn, they picked up the paintbrush and began painting their hand whilst the practitioner supported them. Thomas was asked, 'whom do you love?' He responded, 'mummy, daddy'. He also said, "you can also love you, grandma, and grandad'. Peggy said, 'I love my mummy and daddy because they give me biscuits, as she [remembered and talked about significant events in their own experience](#).



## Expressive Art and Design - Making red dough play love heart



Following on from our theme for love week the children participated an activity to make red playdough. The practitioner set out the ingredients which were flour, water, red powder and oil. The children all took individual bowls, two scoops of flour and added them to their bowl, Dylan, Peggy, Leif, and Maya joined the activity, they picked up the dough cutter and began to roll the dough. Peggy used both hands to roll the dough and used a star shape cuter to make her shape. Dylan used a flower shape, he pushed the dough, lifted it, and

showed it to the practitioner, Leif patted the dough with his hand. This helped the children **build their hand-eye coordination and use their fine motor skill** the children were able to express what the dough feels like Dylan said his dough was sticky, and Peggy said my dough is soft.



## Pancake week

Star room celebrated Pancake Day which was celebrated on Tuesday 21<sup>st</sup> February. The children enjoyed making their own pancake batter in small groups. They worked together to weigh the ingredients as well mix them. The children found most interest in cracking the eggs and mashing the bananas which we used for a bit of sweetness.

### Communication and Language: Speaking - Making Pancake Batter

The practitioner began by explaining to the children what they would be making, and also explained to Juno and Thomas they would be making their batter first as they use the gluten-free flour. Thomas and Juno showed excitement, they mashed their banana first individually, using their **fine motor skills**, Juno said "the banana is hard", **using talk to explain what is happening**. They both then cracked the egg adding it to the banana, as well as added the flour and milk, they took their time with the mixture in order to have a smooth texture. Thomas said, "mine is thick" whilst Juno said "mine is a little runny" whilst she added more flour, they both **built up their vocabulary that reflects the breadth of their experiences**.





Once Juno and Thomas had finished, the rest of Star room began making their mixture in groups, Mikaeel said "I want to try first" whilst he held the bowl out and waited for the practitioner to hand him an egg to crack. He gently hit it on the side of the bowl to crack and then began to mix it. In another bowl, Peggy and Ayla mashed the banana, applying pressure to make sure the texture was also smooth. They each took their turns to mix, whilst adding flour and milk to each batch. Willow said, "love pancakes and I had some in the morning". Gene added, "also had pancakes". Musa waited patiently for his turn. The children enjoyed taking turns and mixing. Peggy said, 'I

want to taste some' as she dipped her finger on the side of the bowl and tasted a bit, replying with 'it's sweet', **The children manipulated a range of tools and equipment in one hand, tools including spoons, bowls, and ingredients.** Our mixtures were then labelled and stored for later when our pancakes were baked by our kitchen staff for our afternoon snacks.

### Pancake party

All of Star room looked forward to tasting



the pancakes during afternoon snack time, the children all ate the pancakes they have made in the morning. They had a variety of toppings to put on their pancake, to encourage a **willingness to try a range of different textures and tastes and expresses a preference.** They were provided with lemons, whipped cream, bananas and different fruits. All the children wanted to have whipped cream, whereas Zayn preferred it plain. They all enjoyed their pancakes as they finished their first ones and asked for more. Nicholas was



calling the lemon lemonade and said it tasted sour. Musa also wanted to have some lemon and scrunched his face when he realised the lemon was sour.

### Literacy: Reading – Week 2 Library Trip – Clapton Library

Star room went on their fortnightly library trip. It was Ayla and Thomas' first time going on the trip; they showed interest and asked their peers to hold their hands whilst walking. On the way, the children all held different conversations, Peggy said to Lowen "Thomas's birthday is coming, we are going to his house". Mikaeel saw the branches that were hanging down on the side and began to laugh as his peers dodged them and walked to the other side, he said "the tree is falling". Lowen saw so many bins on the side and said, "avoid the bins avoid the bins". The children saw paint on the way and Thomas said, "that smells strong". Lowen, Peggy, and Mikaeel saw the library from a short distance and said, "I see the library I see the library".





Ayla was asked if she was excited to go to the library, to which she nodded her head. Ayla, Mikaeel, Lowen, and Zayn quickly took books when they got into the library and began looking through them, flicking the pages. Zayn began looking through a pop-up book. He recognised the duck and repeatedly said “duck duck” **showing recognition of pictures to help him identify what he sees and showed interest in illustrations and words in print and digital books as he was looking through many other books.** As one of our themes has been about the solar system the practitioner asked the children to look for books that are about planets. Thomas, Emmett, Willow, and Nicholas helped the practitioner look for the books on planets, **being aware that information can be retrieved from books.** They each found

some books and chose what books they wanted by handing them over to the practitioner to take to nursery, **showing interest in an increasing range of print, both fiction and non-fiction.**



### Story session:

All the children enjoyed and listened to the story session, the book that was read out was called, ‘No’. The children were encouraged to **hear and say the initial sound in words and repeating with the practitioner.** The children were engaged in their story and answered when the practitioner asked, “what do you think the rabbit said?”. Zayn was able to say no when all his peers said no. When the mummy rabbit



asked if he would love cuddles, the teacher asked, “what do you think baby rabbit said?” All the children responded, “no” but the rabbit said yes. The second story was about planting and animals, Gene asked the library teacher to read another story when the second book was finished, the children listened to the story, **while listening with interest to the noises the adult made when they read.**

## Bonus classes

### Tiny Mites - Expressive Art and Design- Being imaginative and expressive



Our fortnightly session of Tiny Mites has resumed. Janine started off with the hello song introducing the puppets, then the children said their names one by one. When the next song played they were asked to follow instructions and dance. The instructions were jumping, twisting and waving their hands in the air. The children jumped up and down to the music and were able to follow all instructions at the same time, whilst **playing alongside other children who are engaged in the same theme.**

They danced to Incy Wincy spider, Janine went around to each child and let them touch the spider puppet, they all stroked him and when they finished, they counted the spider's legs confidently to 8. The children then went on to sing "row row row your boat". They paired up and were able to move their bodies according to the words such as "row and rock" **using movement and sounds to express experiences, expertise, ideas and feelings.** The song the children enjoyed the most was the undersea song as they had different coloured materials and were asked to copy Janine. They threw the material in the air put it on their heads and waved it around, as they **created sounds, movements, and drawings to accompany stories**



### French - Communication and Language-Speaking



Star room children took part in a French session. They started off with a bonjour song and began introducing themselves and went on to talk about a caterpillar (un shunie). The French teacher, Debbie asked, "what does a caterpillar turn into?" The children responded, "a butterfly". Every time they heard the word 'un shunie' they would wiggle their hands like a caterpillar. As they moved their hands the children counted to 10 in French **introducing a storyline or narrative into their play through the story of *The Very Hungry Caterpillar*.** They sang the song twice; the first time they were caterpillars the second time they were butterflies.

Debbie continued to talk about caterpillars and what they eat. They eat apples (une pomme), 2 pears (deux poires), 3 plums (trois prunes), 4 strawberries (quatre fraises), and 5 oranges (cinq oranges), which **extended their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.**

Their next activity was singing '*If you're happy and you know it*' and they all copied the practitioner's actions. The children were then given different coloured materials and asked about the colours. They placed the materials on the floor and wiggled on it like a caterpillar. The children finished off their session with bubbles and saw who could reach the highest.





## Rainbow Room



There is exciting news for Rainbow room! A new friend has joined, and we would like to welcome Leif who has been settling in.

### Independent skills



One of our themes this month was independent skills; we decided to do this theme to encourage and promote the children's physical skills so they could do things for themselves and help others in their daily routines.



#### Physical development: Putting shoes on and taking them off



Rainbow room started the week by learning how to take off and put on their socks and shoes. The practitioner gathered the children in a circle and explained the aim of the activity and then she encouraged the children to have a go. Dylan and Soul were first to **have a go**, Soul did it perfectly the first time, however, others struggled a little bit but they were supported and encouraged to keep trying. Maya also **had a go**, she put her boots on, on the first try and was praised. William was able to take off and put on his socks, but he needed a bit of help with his shoes, so the practitioner helped him whilst encouraging him to continue trying. This showed that Rainbow room children are learning to **independently put on and take off simple clothing items**.

#### Physical development: Practicing pouring water without spilling



To support the children to **use jugs with control** during mealtimes, we planned a water activity. The children were given cups, jugs, and a bowl of water inside a tray. The children had turns in pairs. Maya, Zephaniah, Marley, Soul, Gabriel, and Juliet were shown how to use a jug to pour with control. We guided the children by holding their hands, prompting them to hold the jug with strength, so that they can pour slowly and with more control. This encouraged the children to **feed themselves with the increasing need to be in control and hold the cup with both hands, drinking without much spilling**. They all worked hard, concentrating, and showing high levels of fascination; paying attention to details and enjoying achieving what they'd set out to do. After a few attempts, most of the children did well and by the end of the activity were able to pour water into the cup with control and without spilling very much water.



## Physical development: Practicing Dental hygiene



In line with developing independent skills, it is important that children learn about dental hygiene. The aim of this activity was to get the children to talk about what happens when we eat sugary food.

Dylan said, "If we eat too much, teeth goes bad". The practitioner gave each individual child a toothbrush and a model of the teeth and demonstrated how to brush their teeth.

Dylan and Soul copied the practitioner, they put the brush into their model's mouths and brushed their teeth side to side. Dylan said "I clean inside and outside" Juliet used the model to brush the teeth inside from left and right. This **showed increasing control in holding, using and manipulating a range of tools and objects**. All the children participated and demonstrated how they brush their teeth. The practitioner asked questions to the children such as: "What do we use to brush our teeth?" Marley replied "toothpaste", **showing awareness and recall of personal experiences**. **Through these activities, the children were showing an awareness of routines such as handwashing and teeth cleaning and developing some independence in self-care**. Working on our independent skills will be an ongoing theme in our room.

## Physical development/fine motor skills



One of this month's themes is promoting fine motor skills, this is a part of physical development and it's important that these activities help to contribute to the children's fine motor skills so they can conquer daily tasks and it will help with their independence.



## Physical development: Button stacking

To support the children's ability to thread fine string through small holes, and to encourage them to **focus intently and concentrate; maintain their focus for a period of time**, we implemented a stacking activity where they poke a few strands of uncooked spaghetti into a small piece of blue tac and used this as a base to stack buttons on top of each other, threading the spaghetti strand through the holes of the button.

There was a group of four children at the table at one time, as the practitioner demonstrated how to thread the bead into the spaghetti Marley picked each button and threaded through the holes carefully. Maya explained: "I want to make a necklace". This showed that Maya and Marley **show increasing control in holding, using and manipulating a range of tools and objects**. This allowed the children to practice using their **hand-eye coordination** and **fine motor skills** using their hand and finger muscles.



## Physical development – Moving and Handling: Practicing zipping and unzipping.

Our aim of this activity was for the children to practice zipping and unzipping as in our previous session we encouraged the children to put their coats on and independently zip their coats, as some children needed assistance.



The practitioner set different colours and sizes of zips and displayed them on the table, to allow the children to develop their **hand-eye coordination and fine motor skills**. Some of the children who took part in this activity were Marley, Rishi, and Phoebe; Marley picked up the pink and purple zip and focused on opening and closing it. She then exclaimed “look I did it” showing pride, with the support of the practitioner, she pulled the zip down demonstrating how to do it, Rishi then slowly grasped the zip handle with his finger and pulled it back up. This encouraged the children to **manipulate a range of tools and equipment in one hand**.



### Physical development: Independent skills - Bottle Cap

The practitioner created an amazing activity in which there were various bottle tops stuck onto a beautifully decorated strip of cardboard. The aim of this activity was to encourage and support the children to **practice screwing bottle caps on and off the top of water bottles**.

The children were **eager to start turning** the bottle caps, trying to open and close the bottles. They **noticed all the bottle caps were different colours and sizes** and they used their **thumbs and fingers to manipulate the bottle caps**, turning them around to unscrew them.



Maya noticed a smaller bottle cap had fallen inside a bottle top on the board and said “Look, the lid inside”. She used her index finger to try and get the cap out from inside the bottle, **showing thinking of possibilities and having a go**. She then said; “it’s stuck” to which the practitioner offered her some help. As the practitioner took out the bottle cap, she then tried to fit it onto the bottle. Phoebe watched and said “That too big” referring to the bottle top that Maya was trying to place the smaller lid onto it.

## Pancake week

Rainbow room celebrated world Pancake Day, which is known as Shrove Tuesday, it is a traditional feast at the start of lent when people fast for 40 days. Lent commemorates the 40 days Jesus Christ spent fasting in the desert.



### Mathematics – Measure - Making pancake batter



The children worked together to mix and make pancake batter using a small range of ingredients. Throughout the activity, the children were constantly prompted and asked **questions about the quantity and features** of each ingredient as a way of prompting the children **to use language to describe their experiences**. The practitioner and children spoke about the yellow colour of the oil and using a small amount. Adam later approached the table and was offered to wear a cooking apron and join in. He worked together with Dylan to make their own pancake batter

as all the children worked in pairs to mix and combine the ingredients in their individual bowls. He was able to take turns willingly, passing the bowl backwards and forwards between himself and Dylan. As they each took a turn throughout the process, they would watch and observe how each of them approached the task, and then mirror each other's actions. They worked cooperatively and were praised for how they responded to each other efficiently.

The children were also asked about the number of resources and ingredients required such as one spoon and one cup of flour, oil, water and eggs. The children were supported during the process of making the pancake batter, for example, they grasped the mixing spoon and moved their hands and wrists in circular motions to combine the ingredients effectively. Dylan was encouraged to take two spoons of flour and counted each scoop when taking each scoop. Marley watched as a practitioner cracked one egg into her bowl and then began to mix the flour and egg together. The children were encouraged to describe the consistency of the mixture, whilst mixing Phoebe was very focused and said to the practitioner; "I want some water" the practitioner passed her the water and Phoebe slowly poured the water into her bowl, Marley then said, "my dough is sticky" so the practitioner added some flour.

During afternoon snacks, the children chose their own toppings for their pancakes such as banana, whipped cream, and some lemon juice. The children were empowered to make their own decisions based on their own likes and dislikes by [asserting their preferences](#).

### **Understanding the World: People and Communities - Dentist Role Play**

To support the children's [ability to use their experiences to play the role of a dentist and a patient](#), we created a dental practice in our home corner. The children were supported by the leading practitioner to engage in these roles as well as learning what to expect when visiting a dentist.

As the children sat down, the practitioner typed on the laptop, pretending to be a dental practitioner. She greeted the children shaking their hands and said "Hello, my name is DR Sherielea, how are you today?" to which Blue Jean replied, "Good". The practitioner then went on to ask her: "What is your name, please?" Blue Jean replied with her name clearly. She was then asked when her birthday is, and she replied in context. The practitioner then went on to explain she is having some pain in her tooth and that she will have a look to see what the problem is. She stated that Blue Jean needs to brush her teeth every day in the morning and in the evening to ensure that she only has sugary foods in small portions. (This is all part of the pretend play and does not apply to the child's real health). The practitioner then gave Blue Jean a toothbrush of her choice and was seen out of the dental practice and waved goodbye. Adam

[played cooperatively](#) with a practitioner, exploring the large dental model, and using a toothbrush to gently brush the teeth back and forth. As they did this, the practitioner explained why it is important to brush our teeth and how it effects our health.



It was then William's turn, he was greeted and conversed with the same context. He too, [replied to the practitioner's questions and seemed to enjoy the experience of engaging in cooperative role play](#). He chose a toothbrush of his desire and began to brush the toothbrush onto his lips. The practitioner then asked William to open his mouth and make an "Aaah" sound as she looked into his mouth with a small dental telescope. She advised William to eat lots of fruits and vegetables to keep his teeth nice and strong and explained how these foods are also very good for his body.





## Bonus classes

### Tiny Mites **Expressive Art and Design: Being imaginative and Expressive.**

Rainbow room participated in Tiny Mites. Janine, the Tiny Mites teacher started off with the welcome song to which Soul, Juliet and Dylan sang **along**. Then we moved on to a song about farm animals, Janine asked the group what the names of the animals were and Marley confidently **made links** and stated; "a cow" as Janine held out a cow. Maya pointed out a duck and exclaimed: "duckie" while Soul noticed a horse. All the children stood up to dance. Maya and Gabriel held hands and danced, Soul and Dylan danced together, and William wiggled his body.

When the song was finished, Janine handed out plastic plates and encouraged the children to pretend they were steering wheels. Lordell held the plate firmly and swayed side to side as the music played.



### **French – Communication and Language**

The children enjoyed participating in their French session, Debbie the French teacher started the session off with the 'Bonjour' song and passed an inflatable yellow ball around to all the children. As each child held the ball they were encouraged by Debbie and the practitioners to say their name in French: "Je'mapelle" (my name is). The children showed good turn-taking skills and **listened to each other as they each had a turn to speak in the group**. Soul, Dylan, Leif, and Phoebe all stated their names clearly and confidently, **showing pride** in their achievement. Debbie then moved on and talked about pancake day to which the children excitedly talked about what they topped their pancakes with. Marley explained that she had bananas on her pancakes.

The children were then shown a large image of a pancake, which was placed on the floor in front of them. Debbie took out different toppings from a small bag one by one and stated the French name for them. She started off by describing that the name of a pancake in French is: "Crepe" and then began labelling the toppings. For example: 'le citron' (lemon), 'le chocolat' (chocolate), 'les fraises' (strawberries).

Debbie gave everyone a foam circle, pretending they were pancakes, as she encouraged them to use their **gross motor skills** to flip their pancakes in the air.

To end the session, Debbie played a counting and directional song which the children all danced to. This song supported the children's understanding of directions such as left, right, forward, and backward. During this song, Debbie stated each direction in French.



# Sunshine Room

## Sensory Play Week

We dedicate one week for messy play to allow the babies to explore different colours and textures. We aimed to support the babies to understand and be able to use single words to identify objects and communicate and encourage them to make their own choices.

### Physical Development: Moving and handling: – Pasta painting



To support our babies to play alone and alongside each other we implemented a fun pasta painting activity, in which the babies explored the texture and took turns sharing the pasta.

The practitioner gathered the babies around the table and demonstrated how to create marks. Some of the babies recognised what the pasta was and attempted to eat it.

Vincenzo pointed to the pasta bowl on the other side of him and said “pasta”, he was very

hesitant to get his hands dirty however once encouraged by the practitioner he began to feel the pasta and roll his pasta in the paint. The babies practised holding the pasta with a palmar grasp and made random movements which left marks on their paper. Most of the babies showed a preference by using their right hands.



### Physical Development: Moving and handling: Chia seed sensory play



To support our babies to enjoy the sensory experience of different textures we introduced chia seeds. We showed the babies the packet and opened it with them, then we poured some out into the tray and placed some into the palm of their hands. Vincenzo, Leo and Jayce shook it off their hands as though they didn't like it. Ruby, Roxanne and Mia also curiously watching, and they reached their hands in to have a feel being willing to have a go. Then the seeds were soaked in water overnight which made them slimy and looked like baby tadpoles. At first, they were all hesitant however with encouragement from the practitioner the babies started

to dip their hands in it and got used to the texture. They watched the practitioner scoop some into bowls and pour it out from a height, Leo then started to copy the practitioner as he found this amusing, he also enjoyed the wet texture putting both hands in smiling and laughing. Marlow and Ruby eventually touched it using the utensils.





## Physical Development

The babies have been showing interest in picking up items/toys and throwing them, we will be doing a lot of physical play and encouraging them to know the difference between what is and isn't allowed to be thrown.

### Physical Development - Moving and handling - Baby bowling



To support the babies to engage in active physical experiences, such as bouncing and rolling, the practitioner set out baby bowling. The practitioner first demonstrated how to play the game by rolling the ball into the skittles and watching them fall. Leo found this amusing and started jumping up and down on his knees, Roxanne attempted to roll the ball as she picked it up. She threw the ball behind her and started laughing. Leo, then picked up the skittles and started putting them together and then looked up at the practitioner and started laughing. At the end of this activity, **Leo and Roxanne showed that they were closer to reaching their target of being able to push, lift and carry objects, moving them around and placing them with intent.** The practitioner will continue to support the babies further with their physical skills by providing more physical activities and simple obstacle courses.

### Physical Development - Moving and handling - Practice how to roll, throw, catch and kick



To further support the babies to enjoy physical activities and to support their physical development **we encouraged the babies to use resources they can grasp, squeeze, tug, and throw.**

As the focus for this week was for the babies to develop their physical well-being, **the babies took part in rolling the ball to each other.** Roxanne, Vincenzo, and Mia showed a lot of interest in this activity. The practitioner first demonstrated the activity by rolling the ball to each other to catch the babies' attention. Vincenzo then **began to roll the ball to the practitioner who then rolled it to Mia.** Roxanne picked up another soft ball and rolled it to Vincenzo. Marlow and Nell showed interest in watching the activity and then Marlow

began to kick his own ball around.

In all activities, the babies practised how to lift, push, roll and throw different balls and showed that they are getting closer to reaching their target of **being able to push, lift and carry objects, moving them around with intent.**

## Love week

We introduced the children to love week, we focused on the general theme of love but made it all about our careers including mothers, fathers, uncles, aunties, and siblings. The children engaged in messy play, water play and food play.

### Physical Development: moving and handling-Love bug craft



As part of the children's daily activities, they made love cards, all of Sunshine children participated in this activity. The practitioner provided all the babies with glitter, glue, and heart-shaped cards. Leo was very intrigued by what was on the table, he used his fingers to pinch the glitter. The babies were each given a glue stick and the practitioner modelled how to use the glue stick. The practitioner then asked Mia if she would like some glitter, and she responded "yh" she then pinched the glitter and sprinkled it all over her heart. Ruby used very good hand coordination as well as her gross motor skills. Vincenzo enjoyed spreading the glue, but he disliked the glitter because it was sticking to his hands, he put his hands out in front of the practitioner and said "wash".

### Physical Development: moving and handling - I love you to pieces' posters



The babies also had the opportunity to create heart shape posters, they used small pieces of paper, glue, buttons and other resources to stick inside the heart. Mia and Vincenzo showed joy and interest, they picked up purple, orange, yellow and pink tissue paper to stick. The practitioner applied glue for the babies as they were unsure where to put the glue and spread it everywhere. Vincenzo said "orange" as he picked up the tissue paper showing she is **able to make her own decision and show preferences** and placed it directly inside the heart. Mia changed between different colours and picked out the gold paper and placed it inside the heart. Ruby was fascinated by the feathers as she picked yellow and pink feathers and placed it inside the red heart. Marlow was distracted by other toys and his surroundings but occasionally visited the activity table to pick up bits of paper and apply it to his peers' paper.



## Healthy Eating

As some babies were particular with certain foods and textures we decided on the theme of healthy eating, and this also encouraged them to explore new and different foods as well as allowing the babies to explore and decide what they do and do not like. This theme promoted healthy foods such as fruits and vegetables during the lovely activities they explored.

### Paper-plate fruits - Expressive Art and Design: Creating with materials.

To support Sunshine room children notice and become interested in the transformative effect of their actions on materials and resources we carried out a painting activity. The babies were encouraged to paint different fruits onto paper plates. Vincenzo, Marlow and Achike participated in this activity, Vincenzo enjoyed dipping his brush multiple times into the red paint and spreading it across his paper plate. Marlow was interested in the visual representation of the strawberry on the table, he kept pointing to it and the practitioner repeated the word 'strawberry' as he pointed to it, to which he tried repeating the



word and babbled "sawbry", imitating sounds and words, he also noticed the wooden fruits displayed on the table and picked them up to look at. The practitioner named all the fruits and they all attempted to imitate. Vincenzo then looked at Marlow and the practitioner and said "strawberry" with an excited tone and a big smile on his face. Achike observed the practitioner paint across the paper plate he then babbled and pointed to the paintbrush in the practitioner's hand, she passed it over to him and he gave a little smile and proceeded to imitate her actions by moving his brush back and forth across his paper plate making marks using palmer grasp.

### Pancake Day

As the whole nursery celebrated Pancake Day, all the children were given the opportunity to make their own pancake mixture. The children gathered around the table to see what the practitioner had, which was flour, vanilla essence, oats milk and the mixing bowl and spoon. We made a dairy/egg free batter. Jayce, Marlow and Vincenzo said "mix, mix" making the stirring action and then took the spoons and pretended to stir. When the flour was poured into the bowl, they all watched and Vincenzo said "flour", Leo took the spoon and dipped in the bowl and took some flour out. The babies watched the milk being poured in and the vanilla then they had turns mixing in the batter using their gross motor skills and hand eye coordination. Some babies were busy spreading the flour on the table and were praised for their efforts and taking part. They also showed concentration on an object or activity of own choosing for short period.



During afternoon snacks, the babies got to taste their pancakes made with the batter they made earlier. The practitioner gathered the babies around the snack table, and they all waited patiently. As the practitioner brought out the pancakes, she said “mmm pancakes”, Vincenzo pointed over to the pancakes and said “pacakes”, the babies got to have yummy, sliced bananas with their pancakes. Once they finished their snacks, the babies all had a turn to try some lemon, which they all had different reactions. Leo was the only baby that enjoyed the sour lemon and went in for more, when he noticed that practitioners were amused by his reaction he started making funny faces.



### Cultural capital/British values, Understanding the World - Trip to the local groceries



Sunshine room decided to take the 4 older babies Mia, Vincenzo, Jayce and Henry on their first trip to the local grocery shop. The aim was to buy some different fruit for the babies to try as part of our healthy diet and support the children to **closely observe the environment**. The babies wore their high Vis jacket and harnesses. The practitioner informed them that they were going outside to the shop,



Vincenzo repeated as though he understood and nodded his head. We learnt the word ‘shop’ in Portuguese which is “loja”. We walked the babies slowly up Benthall Road to our local grocery shop and upon arrival, they could see all the different fruits and vegetables on display, as they **pointed with interest**. The practitioner asked, “what fruit would you like?” to which they slowly went forward and started picking out the fruits **showing a choice and preference**. The practitioners took this opportunity to name the fruits and point out the different exotic fruits they may not have seen before. We decided on buying a mango, grapefruit, yellow plums, cherry tomatoes and potato. They all helped put the fruits into the bag with excitement and then we went inside to pay. Vincenzo was **imitating most words** the practitioner said to the shopkeeper. We said hello to the shopkeeper and Vincenzo paid for the items as the others curiously watched. On our way back to the nursery we talked about having our yummy fruits for a snack, we also noticed daffodils and stopped to have a look and feel them. Once we got into the nursery the fruits and vegetables were shared with the younger babies as we observed and described them **using our senses**. These were then used in the afternoon for a tasting session and to make fruit salad supporting the babies in **trying different foods, textures, and tastes**.





## Bonus classes

### Tiny mites

Sunshine room took part in their fortnightly Tiny Mites' session, all the children enjoyed the activity and participated well as they [listen to familiar sounds, words, or fingerplays](#). The children sat down nicely watching the puppets and clapping along with the songs being sung. The baby's favourite part of the session was popping the bubbles, Mia and Jayce were both very excited as they followed and tried to pop the bubbles around the room and watched them pop when they landed on the floor. They [enjoy laughing and being playful with others](#). Nell watched all the bubbles being blown and with encouragement from the practitioner, she popped the bubbles as well. Leo was sitting down watching the bubbles in the air and trying to hold them. Vincenzo enjoyed the bubbles and said "bubble" as he went to them [using single words](#).





### **Mother's/ Female Carer's Day**

Fri 17<sup>th</sup> March 2023 (8.30 am to 11 am)

### **27<sup>th</sup> Month Review**

Thursday 23<sup>rd</sup> March 2023

### **Parent's Afternoon**

Fri 24<sup>th</sup> March 2023

9 am to 11 am, 2.00 pm to 2.30 pm and 5.30 pm

### **Easter Holiday**

Last day Thursday 6<sup>th</sup> April (Nursery will close at 4 pm)  
– Re-opens 17<sup>th</sup> April 2023

### **Eid Holiday**

Around Friday 21<sup>st</sup> April (To be confirmed)

### **Inset day**

Friday 28<sup>th</sup> April – Inset Day

## **Parent Notices**

- ✓ Please remember to wash your child's hands upon arrival and drop off at room door
- ✓ Breakfast Starts from 8.05 until 8.50 am. If you wish for your child to have breakfast, please arrive before 8.45 am. Please do not request for breakfast after 8.50 am as it gets packed away and all staff go into ratio with the children.
- ✓ Children should arrive by 9.30 am to avoid disruption to the routine.
- ✓ Please call the office by 9.15 to inform us of any absences or late arrivals.
- ✓ **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name**.
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates. If you have not been receiving any emails, then please get in touch. Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

### **Review us**

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

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

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

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