



Roof top  
nursery

# Roof Top Nursery

We would like to welcome back all our existing children and their families, as well as our new children and families who have recently joined Rooftop. We are excited to welcome the settlers we are expecting to join us in the upcoming weeks.



A very happy birthday to Mikaeel, Leo, Zayn, Lia, Leif, and

## Staff Continuous Professional Development

To start the new term staff from both nursery sites attended an Inset day to develop their knowledge and understanding of principles in the early years to help improve their practice. There were a total of three training sessions held on the 4<sup>th</sup> of September.



The first session was delivered by Hafiza Bhaiyat on the **Solihull approach**, which aimed to support staff in understanding children's behaviour and emotions to better support children in processing their feelings and managing their behavior. We also had the opportunity to welcome our external trainer from the Learning Trust, Liz who spoke to staff about **What we can expect from an Ofsted inspection** and how to reflect on areas in which staff are doing well and areas that we can do better. The Manager, Hafiza, also ran a session on **Readiness for Ofsted** to discuss ways the team can highlight our good practice and strengths to the inspectors on the day.

### What we can expect from an Ofsted inspection

This discussion led by Liz went over feedback from our previous inspections and the team discussed what has been put in place since the last inspection. We discussed our thoughts and feelings about an Ofsted inspection and what we might expect on the day.



### Readiness for Ofsted

This training was led by Hafiza and went over the four areas that Ofsted are looking at when they visit the nursery.

- 1) Quality of education
- 2) Behaviour and attitude
- 3) Personal development
- 4) Leadership and management



The team worked in groups to brainstorm ways that they demonstrate good practice every day in these areas and how they can highlight this to inspectors on the day during the learning walk and during conversations with them. On the whole, staff are overall feeling more confident and more prepared for the inspection.

### **The Solihull approach**

The Solihull approach is learning how to support different relationships to improve the outcomes for children and families.

The staff have been trained on how to use strategies to support conflict resolution between children, how to acknowledge a child's feelings and not just use distraction or excuses to support this but use containment strategies from the Solihull practice. Solihull approach combines three theoretical concepts, containment (psychoanalytic theory), reciprocity (child development), and behaviour management (behaviourism).

This approach prepares and helps the practitioners tune into the needs of the child and how this can be done, looking at different scenarios, and case studies and evaluating our daily practices with young children and families. Hafiza, our lead professional, explained the theory behind containment and shared good practices to expand and support practitioners' professional development.



The framework is designed to empower practitioners, obtain an in-depth understanding, and help support young minds which we believe should also be shared with parents. Please see below a story between a two-year-old and her dad which is an example of the Solihull in practice.

### **Solihull in Practice**

Two-year-old child and her dad on a plane journey (Reciprocity, Containment, behaviour management)

She is feeling tired, bored, and cranky. It is the beginning of a plane journey home.

"I want Zebra"

"I am sorry, but Zebra is packed away in the big suitcase that's in another part of the plane".

"I want Zebra"

"I know sweetheart, but Zebra isn't here. He is in the baggage compartment underneath the plane and Daddy can't get to him until we get off the plane".

"I want Zebra, I want Zebra".

She starts to cry, twisting in her safety seat and reaching for the bag with the snacks on the floor.

"I know you want Zebra". (Dad is starting to feel stressed)

"But he is not in that bag, he isn't here and there is nothing I can do about it. Why don't we read about the animals in your favourite book"?

"Not book, I want Zebra, I want him now".

She sobs loudly now and Dad can see other passengers and the airline staff looking at him willing him to do something. His daughter's face is red with anger and he imagines how frustrated she

must feel. She can't understand why he can't magically find zebra and probably feels that he is doing this deliberately.

### Solihull Approach

"You wish you had Zebra now." I say to her.

Yes, she says sadly.

"And you're angry because I can't get him for you".

"Yes".

"You wish you could have Zebra right now don't you". I repeat, as she stares at me, looking curious, almost surprised.

"Yes", she mutters, I want him now.

"You're tired now and smelling Zebra and cuddling Zebra would feel good. I wish we had Zebra here so you could hold him".

"Yes" she agrees.

"We can't get Zebra and that makes you feel frustrated.

"Yes" she says with a sigh.

"I am so sorry", I say and I watch the tension leaving her face. She rests her head against the back of her safety seat, she moans quietly a few more times and within a few minutes she is asleep.

This little girl was not interested in excuses or diversions but was comforted by her feelings being validated, she had experienced empathy, and this was powerful!

### Parent Notices

- ✓ Please remember to wash your child's hands upon arrival and drop them off at their room door.
- ✓ Breakfast Starts from 8.05 until 8.50am. If you wish for your child to have breakfast, please arrive before 8.45am. Please keep in mind that breakfast cannot be requested after 8.50 am as it gets packed away and all staff available go into ratio with the children.
- ✓ Children should arrive by 9.30am to avoid disruption to the routine.
- ✓ Please provide a labelled bag with adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.)
- ✓ Please call the office by 9.15 to inform us of any absences or late arrivals.
- ✓ Please check your child's pockets to ensure they do not bring any items from home.
- ✓ **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)

Bonus programme	Room	Days & Times
French sessions	Star and Rainbow Room	Wednesday (Fortnightly) 10.30 am
Football	Star room	Tuesdays (Fortnightly) 9.00 am

Forest Play	Star Room	Thursdays (Fortnightly between spring and autumn)
Heuristic play	Rainbow and Star Room	Weekly
Yoga/ Tai chi	Star, Rainbow & Sunshine	Weekly
Tiny Mites	Rainbow & Sunshine	Monday 10.30-11.30

### 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 giving you 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>

## This month's policy

**As we are approaching winter, we would like to take this opportunity this month to go through our illness and medication policy.**

**ILLNESS POLICY:** Please advise the nursery prior to 9.30 am if the child will not be attending due to illness. Children who are ill (e.g., fever, infection, diarrhoea, communicable disease, or any other type or illness that may be passed on to others, with the exception of the common cold) should be kept at home to protect the well-being of staff and other children. If a child becomes ill while in our care, parents will need to make immediate arrangements to collect your child.

Children will not be allowed to return to the nursery until they have been symptom-free for at least 24 hours for fever and 48 hours for sickness and diarrhoea, for other illnesses, guidelines will be shared in line the NHS/ government guidelines. In some cases, a note from the doctor may be necessary.

**PARACETAMOL EMERGENCY ADMINISTRATION CONSENT:** At Roof Top Nursery we have a strict policy whereby if a child is ill or has a high temperature, you will be contacted and need to collect your child as soon as possible. This is to decrease the chance of spreading any illness. We are unable to administer Paracetamol for a child that has a fever, unless for teething purposes.

**MEDICATION:** Medication will be administered under the following guidelines



- All medication **MUST** be prescribed by the doctor (off-the-counter medication cannot be administered by the nursery except where this is accompanied by a doctor's note).
- All medication **MUST** be labeled with the child's name, date of dispensing, and dosage.
- Requests for administering medication **MUST** be written and signed on the medication consent form.
- Medication will only be administered by a senior member of staff (Deputy, Room leader, or Senior) and witnessed by another member of staff.
- All medication administered will be recorded on the child's medication record sheet and signed by the parent and staff member.

● **ALLERGIES, ASTHMA, MEDICAL CONDITIONS:** Parents to inform the nursery immediately if child has or develops an allergy, asthma, or a medical condition and to provide the nursery with full information regarding the condition and the treatment in writing.

## Tips: How to Look After Your Child's Mental and Physical Health This Winter

- **Work Out Together:** The first way to beat the depressive season is to boost your mental health through physical activity.
- **Go Somewhere Fun:** Spending too much time inside could negatively affect your child's mental health.
- **Ask Them How They Feel** throughout the day and have the opportunity to share your day and their thoughts.
- **Wear Warm Clothing:** a few layers of clothing are always good and have weatherproof footwear.
- Get Sunlight throughout the day.
- **Encourage Good Hygiene practices:** washing hands regularly, disposing of tissues in bins
- **Eat Well:** a good balanced diet is always important for your health.

## Supporting transitions within the nursery

### Transitions & Key person support

The practitioners have continued to support the children who are moving up rooms to successfully transition to their new environment and learn routines.

They have been supporting the children to increase their independence such as supporting them identify their new pegs, serving themselves lunch, and taking part in more circle time sessions. Some of the babies who have moved into Rainbow room have shown a high interest in the mark-making table, so we have moved the mark-making area to the middle of the room to allow them to access it more easily and to provide space for more children. The practitioners have also removed any small or sharp objects in the room until the children develop a further understanding of safety.

### Key person;

The children have been participating in language and social group sessions to develop their communication skills such as listening and attention, understanding of spoken language, and expressive language skills. The children are being supported in understanding sharing and turn-taking by introducing the three-minute sand time to take turns, understanding when an activity may finished.

The children have been supported by their current key person as they transitioned to their new room and spent time with them whilst handing over the important information, such as individual care plans, sleep times, sleep routines, and additional needs to the child's new key person.

The child's new key person has been introduced to the child's parents and liaising with them daily at feedback time on how best to support their child's individual needs. The child's new person has been actively involved in spending one-to-one special time with children to help support the bonding and confidence in the new environment.

The keyperson has been supporting the children in taking part in focused adult-led activities, and learning about the golden rules in Star room, and will continue to receive support as they familiarise themselves with where things go, including using the toilet area in their new room when going to wash their hands. The practitioner will continue to support the children's independence skills.

### **The children**

The children have been doing well and have settled quickly into the new environment, which has been great to see. Every child is unique, and some children do take time to adapt to changes and your child's key person will continue to have discussions with you if more support or intervention needs to be put into place to make this a smooth transition. Please feel free to discuss things further with your child's key person.



## Star Room

**Welcome to Star Room: Marley, Juliet, Adam, and East** have settled in well and they are building bonds with the practitioners and their peers. They have also been confidently exploring all the new toys and resources.

### Important School Information:

The admissions process for children aged 3 and 4 (born between 1 September 2019 and 31 August 2020) opened on 1 September 2023 who will start reception class at primary school in September 2024.

All parents should apply online before midnight on Sunday 15 January 2024, even if your child is already in the nursery class.

Useful link: [education.hackney.gov.uk](https://www.education.hackney.gov.uk)

**Book Bags: changed weekly every Tuesdays.**

### Settling in Children/Summer Holiday

Star room children have taken part in a range of different activities to get them back into their room routine. The children were reminded of their routine such as when it is snack time, lunchtime, tidy-up time, and time to go outdoors. The children took part in activities such as transportation, Box of Feelings, and drawing and decorating, all relating to what they did during their holidays.



### Communication and Language: Speaking – Painting different Transportations

The children were excited to see cars, airplanes, and bus cut-outs set out for their activity. The practitioner asked open-ended questions such as, “What transportation did you use during the holidays?”. Marley immediately responded, “I went on a plane to France”. Blue Jean said, “I took the train”. Leif added, “I took 3 trains to go Brighton” **showing that they are able to use language in recalling past experiences**. Mikaeel said, “I went in the car to my new house and my granddad's house”. They all began talking amongst themselves about their traveling stories as they were able to **talk more extensively about things that were of particular importance to them**.



The practitioner explained that they would paint their favourite transportation method. They picked the transport of their own choice and began painting. Soul took a bus and said, “I’m going to paint mine red and black”. Leif began to paint his plane all green while adding strokes of red and black paint. Zayn also chose the bus and said, “Look Laiqa bus here” and chose the green paint. Juliet enjoyed mixing all the colours and coloured a car, bus, and plane, **continuing to explore colour and**



how colours can be changed. Alaisia said, “My daddy has his own car and I go in it” as she was painting her car using red and blue paint. Thomas expressed how he went to Poland on a plane with his daddy and said ‘I went to see the lakes’. Through this activity, the children were encouraged to communicate with their peers and practitioners.

### Expressive Art and Design- Creating with Materials – Making Binoculars



As part of our theme, the children participated in decorating their own binoculars, the practitioner had already made the binoculars using card paper. They were asked to decorate with paint, crayons, glitter, and other such resources. Marley said “I’m going to use black paint all over” as did so by using the brush and watercolours. She also added strokes of green and red paint on top of the black paint, adding some designs.

The practitioner asked ‘What did you see on your holidays’. Lowen replied ‘I went to the beach and saw the sand’. He then added ‘We sat on a big ride and saw big buildings’ while being able to tell

a past event in the correct order. Marley said ‘I saw big trains on the road’ having a good sense of memory and remembering her past events. Zayn was showing particular interest in the green paint as he continuously added the paint onto his binoculars. He then asked the practitioner to help him by adding stripes to make it look more decorative, developing an understanding of using lines to enclose a space, and began to use drawing to represent actions and objects based on imagination.

Juliet mixed all the paint colours together and then added the paint to the binoculars. Jad and Adam were hesitant to paint theirs but as the practitioner showed them what to do, they began painting. They were reassured if they didn’t want to use paint, they could use crayons but preferred the paint. The children were able to use their imaginative skills to create their binoculars as well as work on their hand-eye coordination.



### Pants

The children focused on a safeguarding theme, PANTS, which is an acronym to teach children the underwear rule: Privates are private; always remember your body belongs to you; no means no; talk about secrets that upset you and speak up, someone can help. Pants help children understand their body belongs to them and they should tell a safe adult they trust if anything makes them upset. We also have a few children who are toilet training and others who will be introduced to toilet training and therefore, implementing various activities surrounding this will support the children to have a smooth transition from nappy to pants. We read a book called ‘Pantosaurus’ which has a message: what’s in your pants, belongs only to you... Your pants cover up your private parts. If someone asks to see, just tell them “no”.





To get the children engaged, they decorated their own pants, talked about stories they like to read while sitting on the toilet seat as well decorating the bathroom for them. We will also be using sticker charts to read to the children and boost their confidence.

### Communication and Language -Listening and Attention & Understanding - Introduction to PANTS (Pantosaurus):

Star room children have been focusing on pants and potty training, as we now have some children who are toilet training or will start toilet training soon. The practitioner began by talking about Pantosaurus, showing them our Pantosaurus book, and listening to the Pantosaurus song, all the children were engrossed as they listened attentively. When the song ended, the practitioner asked, “Who is wearing pants today?” and they all shouted “Me”, **understanding who, what, and where in simple questions**. The practitioner then moved on to ask “Are we allowed to show our pants to anyone?” to which they answered “nooo” This question was then expanded on and further explained there are some people we can trust like our mummy, daddy, and teachers. Marley quickly added, “My mummy lets me pick my pants”. She then said, “My favourite ones are the leopard ones”.



After a group discussion on the song, we began to read the story about Pantosaurus and the powers of pants. As we read, Juliet, Marley, Soul, and Blue Jean showed a lot of interest. They listened with attention and were eager to know what happened next. When we got to the part about Pantosaurus needing to change in school, the practitioner asked, “Where should you change your pants?” Soul said, “In the toilet” to which Mikaeel added, “And you close the door”, **listening to others in one-to-one or small groups, when conversation interests them**. The practitioner praised them for their responses.

The children also spoke about the emotions they would feel if they had to change in the classroom such as sad, upset, and worried, the practitioner reassured them and said, “We always change in the bathroom”.



As the story finished, we moved on to decorating paper-drawn pants using various resources. Soul added blue stripes all over and said, “I have stripy pants and I love them” he remained engaged with the activity, **joining in with repeated refrains and anticipating key events and phrases in rhymes and stories**. Juliet added gold glitter to her pants and said, “Glitter glitter”. Mikaeel used different coloured crayon such as blue, red, and black, and said “My favourite pants have my name on it”. Blue Jean said that her pants have stars on them, and she likes wearing pink ones. The activity was essential for the children to learn about the importance of making their own choices as well as knowing what pants are for and how they help. **They were able to focus attention – can still listen or do but can change their own focus of attention**.

## Sensory Food Play

The children focused on 'Sensory and food play' for a week to support the fussy eaters in the preschool room to encourage them to try new foods they may not have tried and make it fun for them when they see the other children eat them. We also set up sensory food for the children to get their hands dirty and feel different textures that they may not feel comfortable touching.

### Making fruits and vegetables out of playdough

#### Mathematics:

For the activity, Star room concentrated on fruits and vegetables as we have fussy eaters in our room. The children enjoyed making play dough, so the practitioner continued this and asked the children to talk about the different fruits and veg in front of them such as sweetcorn, mushroom, tomato, carrot, and onion. Some of the children shared their likes and dislikes; some added, "I don't like mushrooms", **listening to others in one-to-one or small groups, when conversation interests them.** As they did this the practitioner asked the children to make their favourite fruit or vegetable out of playdough and it didn't need to be one that was in front of them.



East and Marley used their right hand to cut the play dough



into pieces. They demonstrated control over the knife. Juliet used the roller to flatten her play dough, as it made lines she said to the practitioner, "Look play dough", **making marks on different textures.** Soul placed the carrot inside the playdough and said, "Look I'm a carrot". The practitioner said, "That's a good idea I'm going to do that with my sweetcorn. As the practitioner put the sweet corn inside the playdough and took it off the children were intrigued with the marks it made due to the corn.

They asked one another to share their playdough recognising who had more and less, **beginning to compare and recognise changes in the numbers of things, using words like more, lots, or same.** Marley made strawberries and poked her fingers in it to make the seeds. Adam made a banana. Dylan and

Nicholas both wanted to make cucumber and began trying to make the longest cucumber, **making simple constructions.** Dylan said that his cucumber was small and Nicholas said his one was big, **exploring differences in size and length.**



## Physical Development- Health and Self-Care - Making Mini Pizzas



Mikaeel, Nicholas, Blue Jean, and Jad participated in making mini pizzas. The practitioner had a variety of different ingredients such as tomato puree, muffins, sweetcorn, and cheese. Before they started the practitioner asked, 'What do we need to do first and they said, 'wash their hands'. They were able to **wash and dry their hands effectively and understand why this is important**. The practitioner asked the children what ingredients we had in front of us, Mikaeel said, 'Cheese' and Jad added, 'corn' and then mentioned that he didn't like it.

The children were engaged in the activity and were each given a knife. As the sweetcorn was opened the practitioner asked if we are allowed to touch this while pointing to the top of the knife, Nicholas said, 'No because it will cut us'. Soul added, 'We would have to go

to hospital. The practitioner cut the muffins in half and the children used their knives to spread tomato puree on the muffins. They showed confidence in spreading it around as they held it with one hand and used their other hand for support. As they spread their tomato purée the children added their sweet corn and cheese. They tasted the sweetcorn, Blue Jean said she didn't like it, but she was **willing to try a range of different textures and tastes and expressed a preference**. Jad said he didn't want to taste it and Soul said it was yummy. As they spread the cheese, they noticed it wasn't sticking so they asked for more tomato purée. They engaged in conversation between themselves about when they had pizza at home. The practitioner said, "I have chicken, cheese, and pineapple on my pizza and Dylan and Nicholas added, "We have peppers."



### Bonus classes



#### Tiny Mites

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

Star Room had their first session of Tiny Mites since returning from their summer holidays with their new teacher Christine. They started off with their introduction song and introduced the puppets. The children remembered the song and were singing along. Zayn did the actions while East listened. Christine pulled out a puppet and spoke to the children, Dina the puppet asked the children "Who likes to dance?" and they began expressing if they liked to dance. The moves from the song were clapping 4 times, stomping 4 times, and then dancing around. The children were engaged with the song and did all the actions, showing they **enjoyed joining in with moving, dancing, and ring games**.







The second song was the cat song, Zayn enjoyed cuddling the cat whilst the practitioner was singing the song. Christine then brought out an egg for 'Humpty Dumpty' and asked the children "What song do you think we are going to sing?" All the children knew this song and began to sing. The last song was the car song. Nicholas said, "It goes click" and the practitioner said, "Well done". They did the actions very well, they sang along to the song, [singing familiar songs](#).

Lastly, as the session came to an end, the children took part in popping bubbles while singing the goodbye song. Juliet giggled and clapped her hands in joy while popping them. Soul was jumping trying to catch the bubbles while Mikaeel was running after the bubbles.

## Football

### Physical Development-Moving and Handling

Star room had a football session. The coach began by explaining the different games they would be taking part in. He began by asking "What lives on the island?" to which Nicholas replied "Jellyfish", Dylan added "octopus". Juliet said "Fish" and Soul added "A shark." The coach then gave every child a ball asking them to do little taps on the floor and then big taps. Coach asked Star room to do little kicks around the island. He said "Let's see how the hedgehog would protect the ball" showing them exactly how and the children began covering the ball with their whole body, [showing increasing control in holding, using, and manipulating a ball](#).



Coach moved on to the next game; doing small kicks and then getting the coloured cone that was called out and put it on his head like a hat. Soul, Dylan, and Nicholas confidently kicked the ball around the island with their dominant foot, [kicking a stationary ball with either foot and throwing a ball with increasing force and accuracy](#). They often placed their ball on the cone and kicked it far away.

Jad and Marley joined in for "flip the cone" game. The coach demonstrated exactly how to do it as he threw the ball on the cone, and it flipped. Marley was a bit hesitant at first but as the practitioner encouraged and praised her by guiding her, she began having a go at flipping the cone. Zayn preferred holding the ball close to him and would occasionally have a go at

flipping the cone as he threw the ball hard, repeating the same actions, beginning **to understand and choose different ways of moving**. Blue Jean wanted to stay next to Marley as they both began throwing their balls on different cones having many tries. The children carried on doing this until all the cones were flipped around.



Lastly, the coach decided that one child would get a certificate and he gave the certificate to Blue Jean who was happy. Her peers praised and clapped for her great participation.

## Forest play –

### Walking to the park



Star room had its first session of forest play after the summer holiday. Marley, Adam, and Blue Jean had their first session of Forest Play and were showing excitement and joy before leaving. Blue-Jean said, 'I'm going to play in the park'. Marley said, 'I like forest play'. The children got ready with raincoats, harnesses, and high-vis jackets. The children were split into groups of 3 with the practitioner and began their journey. As we were walking Mikaeel noticed the red bus and said 'I want to sit in that bus'. Juliet continuously said 'park park' as she was the happiest on the trip. As we crossed the road, Lowen said 'We have to look left and right' and the practitioner praised them for remembering **road safety points**. As we walked through the park, there were leaves on the floor which sparked conversations about the Autumn season. The practitioner asked, 'What can you see?' and Mikaeel said 'They are the leaves'. Marley said, 'it's crunchy crunchy', as the children enjoyed walking on the leaves. We then got ready to race. Hafiza our forest play leader **modelled how to prepare the body into run mode** 'eyes forward, right leg forward, knees slightly bent, arms to the side, 'ready, steady go' and the children began running. Juliet and Adam were very happy and excited as they ran in the race. Marley and Blue-Jean were trying their best to run the furthest. in this way the children played; **responding to new experiences that were brought to their attention**. We repeated the same things a few times until we reached the location. Star room then went through the rules of forest play and Nicholas said 'No picking no licking'. Soul then added 'X-Factor' and the practitioner expanded on what that meant. We also spoke about not going past the red tape and staying within the boundaries of the red tape.



### Expressive Art and Design Mud Painting:

Adam, Marley, Blue Jean, Zayn, and Juliet enjoyed taking part in mud painting, they were able to dig the soil and scoop it in their buckets. They poured water into their buckets with the support of the practitioner. Mikaeel said that he was painting a spider that has 5 legs **bringing their own interests and fascinations into early years settings which helps them to develop their learning**. When Zayn was asked, he said that he was painting the log whilst moving his brush back and forth. Dylan asked Hafiza 'Do you want to paint?' **getting others involved in his play**. Nicholas walked over with the bucket of mud and said, 'I'm going to make a racetrack'. Adam was very intrigued with the mud painting as he was painting half of one log and said, 'I'm painting'. He used his right hand to make strokes of paint and when a bit of mud went on his hand he said, 'Oh no dirty'. It was Jad's first time at forest play, he spent a long time with Hafiza digging and filling his bucket with mud, to his heart's content, he also shared amazing conversations with the practitioner, for example, of how big







a spider is with hand expressions and scary faces and stories how he came across a mouse and how he dealt with the situation, showing an ability to **make links and connections; use play to think beyond the 'here and now' and to understand another perspective, from another time,**. Zayn painted the grass and began laughing as he found it amusing. Soul also took part in this activity and said, 'I'm drawing the park we are in here'. **The children were enhancing their independence skills** with mud painting as they were able to scoop mud from the hole, pour water into their buckets, and draw things of their own choice, **thinking critically, using their imagination, and displaying confidence in coming up with their own ideas.**

### Physical development - Log Climbing:

The majority of the children enjoyed doing log climbing. **Log climbing is so good for the children's physical development, it helps support arm muscle strength which helps support mark making and early writing skills. Children have to use different body muscles to pull themselves up, climb up the log using leg muscles, and put pressure on objects to balance themselves.**

Dylan climbed up and said to Soul, 'Be careful you might fall' The practitioner praised him as he was showing concern for his peers. Soul used both his arms to pull himself onto the log and started to balance, then he went to the higher part of the log, he was hanging over and the practitioner helped him up and he said, 'I want to jump'.

It was Juliet's first time on the logs, and she said, 'I am on the log', whilst she was going up to the top shuffling on her bottom, **choosing to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering and shuffling.**

Soul was at the top of the log and moved to the side slowly by himself and then he jumped putting his hands in the air and using his hands to touch the ground and **spread his weight as he landed. He demonstrated that he can jump up into the air with both feet leaving the ground and can jump forward a small distance.** Lowen told the practitioner, "I can do a big jump by myself I don't need any help and he showed the practitioner that he was able to do it independently. Zayn was crawling from one end to another. Nicholas was observing Soul climb up the log as he saw him climbing, he said, 'I want to climb mountains'. Marley attempted to go up the log and she was shuffling; she didn't want the practitioner's help so she went onto the smaller log. **All the children were actively involved in negotiating space successfully whilst on the log and avoiding bumping into other children and were practicing their spatial awareness between themselves.**





## Expressive Art and Design, Understanding the world - Collage:



Autumn is a beautiful season whereby the children can learn so many things from the changing environment around them. As the leaves have been falling and the colours are changing, the children were showing interest in picking up leaves, therefore, we got the children to take part in leaf collages. Star Room collected colourful leaves from our garden and took them to forest play as well as picked some up in the park. The practitioner asked the children to describe the colours and how they feel to encourage conversations **about some of the things they have observed such as plants, animals, and natural and found objects in the natural environment**. Marley, Alaia, Dylan, and Mikaeel had their own bucket and began collecting leaves. Dylan said 'Look I'm collecting all the leaves. Alaia said 'I'm going to stick all the pretty ones'. Juliet was

more excited about the gluing and sticking process as she used the small spatula and added lots of glue to her paper, she said 'Oh sticky leaves'. Lowen then joined the activity and said, 'Can I pick my own leaves?' and he began looking everywhere, **able to follow directions**. He then said 'I want to find a sunflower' but couldn't find one and instead, he picked up other leaves. Lowen's bucket was full and said, 'Mine is full to the top'. Nicholas said, 'The wind is falling the leaves, look this one is brown', **developing an understanding of growth, decay, and changes over time**. The activity was essential for the children to gain knowledge of why the leaves are falling and what will happen next. **They were also able to discover changes in nature and show concern to living things**.



## Physical development - Scavenger hunt

Scavenger hunt is a fun activity for all the children to enjoy, it helps build children's critical thinking skills, problem-solving skills and helps reinforce lessons taught by practitioners of the natural environment. The children enjoyed doing the scavenger hunt using their checklist. The practitioner went through each picture asking the children what they were able to see. Dylan, Nicholas, Marley, Blue Jean, and Juliet followed the practitioner pointing at the grass when they saw it.



As there was a dog on the list, the practitioner brought this to their attention when they heard dogs barking nearby and began looking around for the dogs until they spotted it and then ticked it off



their list. Next on the list were squirrels and to help the children the practitioner asked, 'Where do squirrels live?' Blue Jean responded, 'They live in the tree'. Marley pointed to the tree and said, 'There's a tree over there'. The practitioner and the children looked at the tree and the children said they couldn't find or see any squirrels. The children said they couldn't see any soil, so the practitioner guided them toward the log that had bare soil with a large hole. This activity encouraged the children to make comments and ask questions about aspects of their familiar world such as where animals live or the natural world.

### Physical development - Hide and seek

Hide and seek is a fun activity to do with children as the children have to hide and those seeking have to use their senses, and problem-solving skills to find them. It requires the children to learn to be patient to reach their target as they start using their critical thinking and listening skills. We end every forest play session with hide and seek, helping to support the children's understanding that we are coming to the end of the session and preparing for our return to the nursery. All the children took part in hide and seek, Marley was counting and walking with Hafiza as she wanted to lead the game.

There were 3 sets of groups, Hafiza and Marley had their hand over their eyes in seeking mode saying, 'Where oh where are you' and the children with the remaining practitioners would respond by saying, 'We are here, we are here'. The children needed more encouragement to say it loud enough. Once the first group of children was found, they joined Hafiza and Marley and looked for the rest of the children until all three groups were found. As they searched, the children used their listening skills to locate where the responses were coming from. They really enjoyed the game and wanted to hide for longer and they were actively involved throughout; watching an adult or another child modeling what to do and following guidance and displaying good listening skills.



## Rainbow Room

Welcome to Rainbow Room: Ayman, Lia, and Achike

### Reminders

If your child is toilet training, ensure your child has plenty of wipes and spare clothes and that these are labelled. Developing independent toileting skills is an important part of your child's development. Please support them in this by avoiding clothes with difficult fastening that might prevent quick undressing when a visit to the toilet is needed (awareness of needing the toilet can be very last minute when your child is engrossed in play)



## Settling in week

We wish to extend a very warm welcome to all our children and their families. We hope you had an enjoyable summer. As you may be aware we are already observing the progress the children have made. We are very impressed with how the children are forming relationships with their key persons and with each other. We want the children to become confident learners and developing their independent skills is part of this. We will be supporting this by encouraging the children to try some of the following.

- Putting on their own coats and shoes (using the magic flip, butterfly and mountain method)
- Toilet training
- Pouring drinking water from a small jug
- Serving their own meals at snack and lunch times
- Learning and respecting the nursery equipment
- Taking turns to share toys and resources with peers.
- Learn to regulate their feeling and solve any disagreement in a positive manner.



### Transitions & Key Person Support:

Just before the summer break, we welcomed Jayce, Mia, Leo, and Vincenzo into Rainbow Room. The practitioners have been very busy supporting the children in settling and forging secure attachments with their new key person. Ensuring the transition was smooth within the room, the key person spent one-to-one time or in small bubble groups to help build their understanding of the room and the routine of the day. They were supported to identify where their pegs are, support their growing independent skills, especially during meal time and free flow snacks, taking part in more circle time and tabletop activities.



Our room has been rearranged to ensure it meets all the children's individual needs, we redeveloped our arts and crafts area and added more resources to capture their interest. The children have also been supported in understanding and managing their feelings, and conflict resolution through the high-scope approach and the Solihull approach, which is something we reviewed during inset day.

## Holiday / Settling the children

### Personal, Social and Emotional Development: Understanding Emotions / Box of Feeling



As the children settled back into the nursery, we decided to reintroduce all the exciting activities to ensure the children were well-settled and happy to return after their summer break. During circle time sessions, the children used the Box of Feeling to talk about all the exciting things they got up to and the places they visited whilst on holiday. Maya, Mia and Gabriel were all keen to [express their thoughts, and views and listen to others in one-to-one or small groups when conversation interests them](#). For example,



Gabriel said he had ice cream with his brother Leon. Maya spoke about her trip to the park and that there were two dogs and one of the dogs sniffed her ham sandwich and ate it. Mia spoke about being on an airplane and about her granddad, it was lovely to see the children **using language to recall their past experiences** and sharing with the rest of the group.

We then extended our discussion incorporating our feelings and used these opportunities to help the children acknowledge and contain their feelings about their return to nursery. Here are some comments made during the discussion. Maya said she was “Happy”, The practitioner then asked Maya why she was feeling happy, and she responded “My mum stopped me from crying” She started to **show her understanding of her emotions and that she can express them with confidence**. Mia then repeated after her and said “Happy”. The practitioner then showed the children cards of different emotions happy, sad, angry, and afraid. Many of the children were able to **understand the emotions and identify using simple language to describe them**. For example, Jayce pointed to one of the pictures and said “Crying”.

### **Literacy development: Writing and painting of a transport vehicle**

Moving forward, our new arts and craft resources has sparked our children’s interest in literacy and early writing skills, as the children are beginning to create a range of marks from scribbles, dots, zigzag, horizontal lines, and circular marks. The children are beginning to **distinguish between the different marks they make**. For example, when Maya, Jayce, Leo, and Mia participated in painting the types of transport vehicles they used to travel to their holiday destinations, Mai said “airplane”, she then created several horizontal lines while holding her brush using a digital grasp. Maya decided she wanted to paint a train and used a visual object to try and capture the **detailed features** of the train. Many of the children **enjoyed painting and drawing** on the paper as the children were actively involved and enjoyed their achievements.



### **Expressive Arts and Design: Being Imaginative and Expressive / Play-Dough Faces**



Our children love playing and exploring playdough, they spend a long amount of time kneading, squeezing, and patting the dough. Many of the children will use their imagination to create shapes, add patterns by poking holes in them. We decided to use this interest and create some faces by adding flower petals. The following children took part in this activity: Wesley, Maya, Aristina, Hazel, and Jayce. The children were able to **follow directions and create what they intended using materials** as they kneaded the dough using both hands. For example, Maya used both hands to squeeze the



dough, she then took a small piece of the dough and rolled it into a ball, “I did it” says Maya as she proudly shows her achievement to the practitioners. Many of the children used natural resources

to add detailed features for example, Jayce pat his dough and added a few petals which represented the eye and mouth. Aristina used pink and red flower petals to add facial features such as the eyes, mouth, and hair. We had Wesley who used his right hand to press down the dough then added the red and a few pink petals which represented his eye and mouth. The children demonstrated that they were beginning to [understand the face and how they could use different resources to imitate facial features](#).

### Going to the supermarket

From some of our recent observations, we have noticed the children are still developing their tastebuds, so in support of this, our focus this week has been food. We turned Rainbow Room's home corner into a supermarket with real tinned foods, fruits, and vegetables for sale. The children reconnected to their inner selves by exploring their [imagination as they engaged in role-play](#). Some of the children pretended to be shopkeepers and others were customers. We had Vincenzo, Leo, and Jayce [using all the senses such as feeling, and smelling](#) the fruits and vegetables, and even trying to name a familiar vegetable. What a lovely time we had seeing the children learn new words very rapidly and be able to use them in communicating as they interacted with each other.

Here are some comments made by the children during play as they [use everyday materials to explore, understand, and represent their world, their ideas, interests, and fascination](#). “You want sweetcorn?” says Gabriel as he holds the corn on the cob, “I like broccoli,” said Vincenzo, as he felt the texture of the broccoli. Roxanne picked up a vegetable and said, “What’s this”, holding up a leek. Leo took bites of the pepper and Hazel filled her basket with cauliflower, celery, and a tin of beans and sat down at the table. Maya held some money and kept pressing the till to open the draw.

### Physical development: Moving and Handling: Potato Printing

Furthermore, we created a shop banner using orange, blue, and yellow paint. Hazel, Aristina, Leo, Vincenzo, and Zephaniah were all fascinated as they created potato prints by dipping the sliced potato into their choice of paint. Rainbow Room children expressed their creativity and imagination by creating their own unique designs and patterns.





For example, Aristina showed fascination as she dipped the potato into the blue paint and then created the prints on the paper. Maya held a potato in each hand and dipped it into orange and yellow paint and created prints. Leo spent over 5 minutes creating prints, he held the potato slice using his right hand dipped it into blue paint and created the print on the paper. He then dipped it into yellow paint and continued creating prints. "Oh," says Leo when he **observes the cause and effect** of the prints.



The potato session was such a hit with the children that we had to set two tables. For example, we had Hazel who tapped the practitioner's shoulder and used hand gestures to indicate that she wanted to take part in the printing session.

**Please look out for our display work to see your children's masterpieces.**

### **Communication and language: Speaking / What's in the Bag - Language group:**



During our group session, we focused on **developing our attention span** and vocabulary as they **learn new words very rapidly**. For example, we placed some fruits and vegetables in a bag. We all took turns to take one food item out and talked about the **colour, shape, and texture as smooth, rough, shiny, hard, and soft, allowing children to develop new skills**. Roxanne took out an orange and used her senses to smell. "Orange," says Roxanne. Wesley took out an apple and said "Red apple".



### **Understanding the World: The World / Trip to the Supermarket**

Rainbow Room children attended their first outing for this term and what an amazing time they had. All the children did very well and **demonstrated good behaviour expectations** as they held the practitioner's hands and walked safely to the shop. **The children were very keen to talk about some of the things they observed such as plants, animals, and natural and found objects**. For example, Wesley observed a truck and spoke about the big tires, Mia spotted a squirrel which was on the other side of the road and brought it to the practitioner's and her peers' attention. Vincenzo observed the flowers and said, "Look yellow flower", Maya was able to **hold conversation, jumping from topic to topic**, as she talked about the topping she wanted for her pizza. The practitioner







shared her favourite topping, which was pineapple and olive, Maya responded back and said “You can’t have pineapple on pizza.

While at the shop the children carefully looked at the fruits and vegetables and selected the choice of vegetable they would like to buy and bring back to the nursery. Vincenzo wanted a carrot for his pizza, Jayce pointed to the cherry tomatoes, and Maya wanted to get the big tomatoes. The children went inside the shop and got tomato puree, grated cheese, and a tin of sweetcorn. Rainbow room children **took turns** placing their items on the counter and waited for the shopkeeper to pack the food items into a bag. Gabriel and Hazel paid for the shopping and Jayce was so helpful offering to carry the shopping bag all the way back to the nursery.

### Physical Development: Moving and Handling / Making Pizza



Making pizza is a great way to encourage our children to prepare and make food for themselves. Cooking opportunities like this is another way to further develop the children’s skills. Rainbow room children were **able to follow instructions** given by the practitioner as they practiced their independent skills and used the **single-handed tools purposefully and safely** to spread the tomato puree onto their muffin base.

All the children **took turns selecting and arranging their toppings**. For example, Maya said “I want two tomatoes on my pizza”, Gabriel asked for the

sweetcorn, Wesley and Henry said “Carrots”, Aristina said “Cheese”, Hazel first added sweetcorn and tomatoes, but she then changed her mind and added just cheese to her pizza.

Once they added their pizza toppings, the children patiently waited for their pizza to cook and later took it home to eat.

### ICT

Rainbow Room children have been showing interest in ICT equipment, learning to operate basic equipment, and looking at cause and effect as **they acquire basic skills in turning on and operating some ICT equipment**. Many of our children have been using their skills as they **engage in role-play** during outdoor play. For example, Maya used her index finger to press the keyboard button and said she was working like her mummy. Hazel placed a telephone to her right ear and was smiling and talking to herself. Roxanne and Henry were talking to each other while holding a handset to their ears. Gabriel put the telephone to his right ear and





said, "Hello Leon" When the practitioner asked him who his talking to, Grabriel responded and said, "My brother". Furthermore, Rainbow Room children also participated in practicing their early writing skills by **making a range of marks such as zigzag, circles and lines** on notebooks and papers.

### **Expressive Arts and Design: Creating with Materials / Collage of a Telephone**



The children took part in creating a collage of telephones using numbers and gluing resources. Leo, Hazel, Vincenzo, and Mia all participated in this activity. Leo used a glue stick to spread the PVA glue. Mia spread the glue while holding the spreader with her right-hand digital grasp learning to **use a single-handed tool** and further develop her **hand-eye coordination** then she picked up numbers five, seven, three, eight, and nine one by one and stuck them on her paper. "Look," says Mia while showing her work to the practitioner as **she continues to explore and experiment with an increasing range of media and movement**

**through multi-sensory exploration and expression.**

Vincenzo was able to **maintain focus** and pay **attention to detail** as he felt the texture of the glue with his right hand and pressed it down on the paper, "sticky" says Vincenzo, "wash hands" he said as he showed the practitioner his sticky hands, starting to **develop some independence in self-care and shows an awareness of routines such as handwashing but still often needs adult support.**



Moving forward from our telephone collage, the children used their creative skills and made a 3D model of a telephone using foam cups, arts and crafts materials, and strings. The following children participated in this activity: Jayce, Hazel, Vincenzo, Leo, and Mia and they all **showed a can-do attitude** as they **maintained focus** and carefully spread the PVA glue on the foam cups. The children used **single-handed tools** such as glue sticks and **showed a preference for the dominant hand.** Mia, Hazel, and Jayce all showed **good hand-eye coordination.** For example, Mia used her right hand to

peel the paper off the foam sticker and stuck it onto her cup. Vincenzo was so proud of his work and **used language** to draw the practitioner's attention towards him. We are extremely proud of our children's achievements.



## Bonus sessions

### French



Since returning back from the summer holiday, our French sessions have been very successful. What an amazing time we had learning songs and words in French as **they enjoyed rhymes and demonstrated listening by trying to join in with actions or vocalisations**. Debbie started off by passing a ball around the circle and encouraging the children **to pay attention, take turns** and introduce themselves in French. All the children tried their very best to repeat after Debbie.

Debbie introduced a new physical game to the group,

which required the children to **use different types of everyday words** and imitate actions such as firefighter, and builder. The children used their imagination and pretended to be firefighters and put out a fire with a water hose pipe. The session ended with our favourite scarf dance. The children selected their choice of scarves and as Debbie started singing, the children all **joined in singing the song** and waving their scarves up and down.



### Tiny Mites



Our new Tiny Mite's teacher Christina started off the session by introducing herself and her magical fairy friends, the Tiny Mites. Rainbow room children all sat in a circle and carefully watched as she took out the tiny mites one by one. We then started off by singing the opening song which is called the Tiny Mites Club, all the children **joined in and sang along while imitating the actions** by winding the arms in a circular motion. Gabriel, Hazel, Maya, Roxanne, Jayce and Zephaniah all imitated the action with ease.

We then had a special visitor a cat (hand puppet), and sang the song: Pussy Cat Pussy Cat Where Have You Been, as the cat took us on a journey to London, where we visited the Queen and even chased a little mouse under a chair. The children loved stroking the cat's fur. Leo, and Zephaniah used **gestures and single words** to label the props.



Christina then took us on another adventure to a Zoo, we used plates to imitate the steering wheel actions and sang the song, The Car Goes Cluck and the Belt Goes Click. All the children showed interest as they engaged by singing and rotating the plates in a circular motion and repeated the words beep beep beep.

Finally arriving at the zoo, the children sang the song Mr. Zakary has a Zoo, the children looked at the pictures of the wild animals, made the correct sounds of each animal and imitated their actions. Last but not least the children took part in their most loved song, The Floating Bubbles. All the children had fun as they used their index fingers to pop as many bubbles as possible.



## Sunshine Room

We welcomed back the babies after our summer break, and they all settled back in well. We provided one-to-one support, comfort, and containment to make them feel special and secure. They explored some basic creative activities to settle them back in such as gluing and sticking, making playdough, water play, parachute games, musical sessions, what's in the bag, yoga, and some fun music and dance. These opportunities provided us with an insight into their interest to support them further, we also heard lots of interesting holiday stories from the parents and children which we used to extend their learning.

**Welcome to our new babies Yousha, Rumi, and Malaiya, some of our youngest babies in the room at 9 months old!**

### Settling In

#### Expressive Art and Design: Being imaginative and expressive - Creating a collage



The practitioner prepared a gluing and sticking activity for the babies, she gathered different coloured and textured pieces of paper and cards, and soft balls of cotton wool. Jasper, Sandara, and Ibraheem participated in this activity, they all waited patiently while the practitioner put everything together. She handed out glue spreaders to each baby one by one, they were all curious about what they were about to do.

The practitioner then started modeling how to dip the spreader into the glue and spread it onto their pieces of paper, Sandara was eager to have a go, Jasper watched the practitioner and his peer then started to babble while holding his spreader up, indicating he wanted to have a go. Ibraheem watched all his peers and attempted to copy them by trying to dip his spreader into the glue, the practitioner supported him with this and he gave a little

smile. The activity helped the babies to notice and become interested in the transformative effect of their actions on materials and resources.

Next, they stuck down the colourful bits of paper and cotton wool, they were all excited by this and enjoyed feeling and exploring the textures of the different materials. Sandara went straight into sticking, Ibraheem was enjoying the feeling of the different textures in the palm of his hands and Jasper enjoyed grabbing bunches of paper and waving his hands around exploring his gross and fine motor skills. The practitioner also used that opportunity to talk about their holiday and key events and asked questions, such as: *Is that a train, did you go on an aeroplane, that looks like a boat, let's make a sunshine, a rainbow* and so on and some older babies mentioned animals.

### Physical Development: moving and handling - Sensory Water Play



The practitioners set up water play in which all the children showed interest. Amiyah and Jasper really enjoyed using the jugs for filling up, pouring out and pushing the cars through the water, exploring filling and emptying. Achike was intrigued when the practitioners added the food colouring and glitter to the water, then he explored by stirring the water and trying to grab the glitter, showing the use of a dominant hand, he also used the car to splash and the jug to fill and pour. This encouraged and supported their hands to operate independently during a task that uses both, with each hand doing something different at the same time. Ayat was encouraged to observe and have a go.

### Expressive Art and Design: creating with materials - Making Playdough



Learning Intention: noticing and showing interest in the transformative effect of their actions on materials and resources.

Jasper and Sandara were the two babies who participated in the playdough-making activity. We made two different coloured play dough, one green, and one red. The babies both added the various ingredients step by step using a cup to measure everything in. They then imitated the actions done by the practitioner.

Sandara confidently added all the ingredients by pouring them from the cup and mixed them together with the wooden spoon using her hands to operate independently during a task that uses both, with each hand doing something different at the same time. Jasper had some support from the practitioner when adding the

ingredients but enjoyed mixing them all together. Once the playdough was formed Sandara and Jasper used their hands to manipulate the dough by squeezing, pulling and poking. Then the practitioner provided some equipment, and they used the rolling pin, cutters, and mould to shape their playdough. They made connections between their movement and the marks they made. This activity enabled them to develop independent skills.





Ayat was also encouraged to play, and she **had a go** at feeling the dough and listening to the practitioner using lots of language to describe it, such as soft, sticky, cold, squishy, red and green playdough. Solomon was encouraged to see the others making the dough for a short while.

## Transport

Sunshine room babies were introduced to different types of transport as this linked in with their holiday experiences. Some children enjoyed their regular walks or journeys and trips in their local area using the car or bus, and some had the opportunity to travel on trains and aeroplanes. We used this opportunity to show the babies a variety of vehicles and transport through creative activities and images. During free play, the babies explored with cars, trucks, trains, boats, buses, and planes as part of the daily set-up.



### Car tracks painting – Expressive Art and Design: creating with materials



One morning the babies participated in a painting activity using cars. The practitioner set up a large sheet of paper, some blue paint, and a variety of cars. Achike, Amiyah, Jasper, Nell, and Ibraheem participated in the activity. The practitioner demonstrated to the babies how to dip the car in the paint and make the tracks on the paper. This encouraged the babies to **notice and become interested in the transformative effect of their actions on materials and resources**.

Achike used a paintbrush and started painting the wheels of the car then he placed it on the paper and pushed it up and down, he continued to paint the wheels with his brush holding it in his right hand **showing preference in the most dominant hand**. Amiyah and Nell liked to use their fingers and paintbrushes to **make random marks and lines** on the paper. The practitioner supported and guided them in making the car tracks. Ibraheem dipped the car in the paint, and he did this repeatedly. He didn't make many marks on the paper and just wanted to dip the cars in the paint. Jasper started off by dipping the car and paintbrush in the paint and also imitated making some tracks. He then started dipping his whole hand in the paint and squeezing it together. The babies enjoyed the painting activity and made many tracks.



## Communication and Language: Speaking - Playdough construction site

One afternoon the practitioner prepared the activity in the garden, she gathered a tuff spot and filled it up with some of the babies' favourite trucks and toy cars as well as with the playdough that the babies made in the morning. The practitioner modelled the babies how to play with the transport sensory bin. The learning intention was to encourage them to **use single words and two words together and use different types of everyday words**.

We squished some of the black playdough and used one of the toy cars to roll over it, the babies were fascinated by this as they carefully watched the playdough smooth out as the practitioner moved the car back and forth, they were also fascinated by the print that was being created in the playdough by the wheels of the toy cars therefore **becoming interested in the transformative effect of their action on the playdough**. Sandara enjoyed this activity very much as she repeated the practitioner's actions while **babbling and making sounds** and took some chunks of the playdough and squished it in the palm of her hands. Amiyah enjoyed grabbing the playdough and poking it with her index finger, as she poked the play dough she babbled "poke, poke" each time, repeating and following the practitioner's actions.



### Sensory week



The babies have been participating in a lot of messy and sensory play and arts and crafts activities engaging



their senses and enabling physical development. As we have new younger babies join us recently we ensured to always have a safe baby play area set up around the room and this included lots of sensory toys, treasure baskets, musical instruments, etc. The babies

participated in activities like water play to wash dolls, making sensory playdough, gluing and sticking, exploring different textures, and playing parachute games.

### Washing dolls – Personal development/health & self-care

The practitioner set up the water tray with water, dolls, and sponges and demonstrated to the babies how to clean and wash the dolls. The activity supported the babies in understanding and experiencing **care routines, and enjoying the rituals established for hand washing and getting dressed**. The babies all enjoyed splashing their dolls in the water while washing them. Nell showed interest in the dolls' hair by stroking it and washing it with a sponge after the practitioner modeled it once, she kept wanting to splash the water rather than wash the dolls.





The practitioner demonstrated and encouraged them how to wash the doll with the sponge from head to toe to enable them to **manipulate objects using their hands singly and together, such as squeezing water out of a sponge**. Amayah and Sandara participated the most during this activity as they smiled and splashed. Sandara scrubbed the doll



all over using her right hand and holding the doll with her left hand. Amayah wet her right hand and stroked the doll, **showing a preference for a dominant hand**. Jasper and Ibraheem joined in at the end showing curiosity as everyone was there and they washed their hands then squeezed the water out of the sponge and attempted to wash the doll.



### Physical Development: moving and handling - Sensory bin

The practitioner set up a rainbow sensory bin for the babies. The tray was filled with shredded paper, colourful sailboats, multi-colored pipe cleaners, and metallic sensory shapes. The babies gathered around the sensory tray and showed great interest, mostly fascinated by the shredded paper. They **demonstrated operating their hands independently during a task that uses both, with each hand doing something different simultaneously**. Sandara grabbed a bunch with both hands and threw it up into the air while cheering, she repeated this a few times while laughing. She then picked out the pipe cleaner and began twisting and turning it manipulating **objects using hands singly and together**. Ibraheem and Malaiya showed interest while playing with the colourful sailboats. Nell also enjoyed the feel of the shredded paper and Jasper picked out the sensory ball. Amiyah enjoyed picking up the different things that she could find from the sensory bin, she babbled as she found the different items **sharing her interest through pointing**.

Overall as the new babies have been settling in and alongside the older babies they have been encouraged to participate in all the sensory activities that they have enjoyed.

### Bonus classes

#### Bonus class: Tiny Mites: Communication and Language/listening and attention

In the morning, the children participated in a tiny mites session. Sunshine Room was combined with Rainbow Room to join in the session. This allowed the **children to interact and engage with music and dancing**. The practitioner introduced the children to her five little puppets, and she encouraged them to say hi to her friends and sing along with the tiny mite's song. The babies were all engrossed by the song and actions for round and open' as they waved their



arms **imitating the actions observed**. Nell and Sandara smiled as they watched the practitioner. Jasper, Ibraheem, Amiyah, Rumi, and Malaiya sat with the practitioner and enjoyed observing what was going on. Yousha was happily sat in the bouncer and watched the session. Christine then encouraged the children to stand up and follow the moves that she was doing, they clapped their hands and stomped their feet **moving their bodies to the sounds and the beat**. Nell, Sandara, and Jasper went close to the puppet and reached out to touch it as it was passed around, Sandara laughed then they all smiled. The babies all participated and engaged with the show, their favourite part of the show was the bubbles at the end. Christine got a bubble machine and the babies found it fascinating to follow and pop the bubbles, this **shows their growing self-confidence through playing freely and with involvement**.

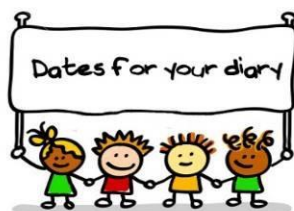


Instagram



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

Thursday 7<sup>th</sup> December

**Parent's Afternoon**

Wednesday 6<sup>th</sup> December

**End of year Party**

Wed 20<sup>th</sup> December (3 pm to 5 pm)

Nursery closes at 5 pm

**Nursery Reopens**

Wed 3<sup>rd</sup> January 2024

**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>

**Comments/ Suggestions**

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

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