



Roof top
nursery

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 looking forward to welcoming the settlers we are expecting to join us in the upcoming weeks.



A very happy birthday to Leo, Solomon, Lia, and Irfaan!

Welcome to the team

Please join us in welcoming our new nursery Manager, Perihan. Perihan has settled into Rooftop nursery and has been supportive towards the team. She has been involved in the Early Years profession for the last twenty-seven yearsand is looking forward to building positive relationships with all our lovely parents, staff and children.



Congratulations to Maes' parents on the birth of your baby girl. We can't wait to meet her!



Staff Continuous Professional Development

To start the new term, our staff attended Inset Day to develop the importance of improving staff knowledge, understanding and performance on the topics of **Social Communication, Interventions, Tai chi and how to use Widget online**. The training included interactive discussions and strategies to support and train the staff on these areas further.



Social Communication

The session was led by Livia Slemender, who is the Hackney Education Area Senco that allocated to train our staff to increase the outcomes for the young children, including the children with SEND and Niamh Linehan-Fox, who is the Speech and Language Therapist that delivered an informative presentation to support the staff on how best to use Social Communication with Children.



Social communication is the use of language and nonverbal cues to interact with others, express thoughts and feelings, and build relationships. It encompasses both verbal communications, like spoken words, and nonverbal communication, such as gestures, eye contact, facial expressions, and body language. Key aspects include sharing attention, taking turns, understanding and responding to others, using appropriate greetings, and using language for different purposes, like asking for something or commenting.

Interventions

The session was held by Peri Ozyasa and Perihan Ozalper. They delivered interactive and practical sessions on Interventions.

An intervention for children is a targeted, short-term program designed to address specific learning, developmental, or behavioral needs. It aims to provide extra support and resources to help children overcome challenges and progress towards their full potential. Interventions can be academic, focusing on skills like reading or math, or developmental, addressing areas like speech or social-emotional skills.



Aims:

- ✓ To know what an intervention is and how it's carried out with different age groups and development.
- ✓ The benefits of an intervention for early years children.
- ✓ To be confident in carrying out an intervention.
- ✓ Practice and reflection.

Widget

The session was held by Bushra Mulla, she delivered a detailed and informative session on how to use widget online.

Widgit Online is a resource we use in the nursery to create, print, share and translate symbol materials, which we use during the day and our intervention sessions. We print Makaton signs for work alongside our theme for the week. This gives the children more opportunities to practice their communication skills.



Tai-Chi: The session was held by Aklima Begum, she delivered a detailed and practical session on how to implement Tai-Chi in the nursery.

What is Tai Chi and how does it benefit our children

Tai-Chi is a gentle form of exercise that helps maintain strength, flexibility, and balance. It is a traditional Chinese mind-body practice



characterised by slow, graceful movements and controlled breathing. It serves as a moving meditation, emphasising the connection between the mind and the body. The flowing motions are designed to promote mindfulness, balance and relaxation.

The benefits are:

- **Improved Focus and Concentration:** Tai Chi, with its emphasis on slow movements and breathwork, can help children develop their attention span and ability to concentrate.
- **Enhanced Physical Coordination and Balance:** Mimicking animal movements improves body awareness, coordination, and balance.
- **Reduced Stress and Anxiety:** The calming and rhythmic nature of Tai Chi can promote emotional regulation and reduce stress.
- **Increased Self-Confidence:** Mastering the movements and engaging in a fun, non-competitive activity fosters a sense of accomplishment and boosts self-esteem.



Parent Notices

- Please call the office by 9.30 am to inform us of any absences or late arrivals.
- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please return nursery spare clothes as soon as possible. Parents are welcome to donate clothes to the nursery such as socks, hats, and T-shirts etc.
- Please support us by folding your buggies and storing them in an orderly fashion, ensuring that you do not obstruct the pathways.
- Please can parents ensure their buggies are labelled or have a sign on them to prevent mix up.
- Please ensure your child does not bring toys to the nursery, we will not be responsible for any toys that are lost.
- Please ensure your child does not bring any coins/money into the nursery in their pockets.
- Please provide extra clothes, **nappies** and **wipes** for your child's sessions throughout the week
- Please ensure you apply sun cream to your child before coming to the nursery during the warm weather.
- Please ensure you collect your child on time, by 5.55 pm latest to avoid our late payment fine.
- **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates.
- If you have not received any emails, then please get in touch. Email: office@rooftop-nursery.com
- **Tapestry:** If you need support accessing Tapestry, please contact admin at; office@rooftop-nursery.com

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

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 07519109876
<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.

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, identifying 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 from 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 have been supported in understanding sharing and turn-taking by introducing the three-minute sand time to take turns, understanding when an activity may finish.

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 children'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 key person 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.

Star Room

Welcome to Star Room: Zenaiya, Jasper, Galad, Solomon, and Amaru 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 is now opening (born between 1 September 2021 and 31 August 2022) for those who will start reception class at primary school in September 2026.

All parents should apply online before midnight on Thursday 15 January 2025, even if your child is already in the nursery class.

Useful link: education.hackney.gov.uk

Settling in Children/Summer Holiday

We supported the children in settling them back into nursery after their summer holidays. The children were supported in following the routine and making transitions through the use of a 'Now and Next' board, showing the children visual cards to enhance their understanding and preparation for the next change in routine. We focused on bonding and playing with the children, participating in activities related to our holiday and sharing our holiday experiences.



Drawing about our holiday

Communication and language – Speaking



The children drew what they did during their summer holidays. The children who participated were Jasper, Solomon, Mikyle, Elyas, and Lia. The practitioner placed some props resembling summer in the middle of the table, such as a boat, an aeroplane, a shell, and books. The practitioner discussed her holiday and showed the children a picture of her on a horse. She then shared her experience, telling the children she rode a horse in the desert and swam in the sea with different coloured fish. Jasper then said, "I went on a camel". The children then shared their experience, **remembering and talking about significant events in their own experience**. Jasper said he went to Glasgow to see his grandpa and Pat. He also mentioned seeing a white car, as he is highly interested in vehicles. Lia mentioned she went on an aeroplane and to a Ballerina Park. Solomon mentioned he went to Singapore and Japan. Elyas mentioned he went to the beach, and Mikyle said he took the 310 bus to the park and that the bus was on diversion. The children enjoyed listening to conversations about their holiday experience. The children were then provided with a piece of paper, some crayons, and coloured pencils.



The practitioner wrote the children's names on their pieces of paper. Mikyle spelt his name as he placed his finger on each letter. Leo and Lillian, who were playing, overheard the conversation and were eager to share their experiences too. The children **gave meanings to their marks** as the practitioner asked them what they had drawn. Jasper drew himself, his mummy and daddy. Lia drew a picture of her mummy. Solomon said he drew Fraya. The practitioner asked him, "Who that was?" He replied, "It is a man who eats fire".

Painting transportation - Expressive arts & design – Creating with materials

The children participated in painting what transport they used during their holidays. As some of our children went abroad or did different activities during the holiday using different forms of transport, we spent the week focusing on transportation words such as 'car', 'train', and 'plane'. This is a great way to teach practical vocabulary while tapping into children's natural curiosity about travel and movement.



During this activity, the children learned new words and phrases related to different types of vehicles and their parts, such as "engine," "wheels," and "airport." The children who participated in this activity were Lillian, Zenaiya, Eli, Jasper, Amaru, Galad, and Solomon. We continued our discussion on the children's holidays, and **open-ended questions** were asked, such as "Where do you find an aeroplane?" Solomon answered, "Airport." When asked, "Where do you find boats?"



Galad replied, "Water." The practitioner also asked, "What did everyone do during the holidays?" Galad said, "I went on the aeroplane and sat in the boat." Jasper said, "I went on two aeroplanes". Solomon shared, "I went to Singapore and Japan, and I flew in the aeroplane." Eli said, "I went to the park, and I jumped into the muddy puddle", **building up vocabulary that reflects the breadth of their experiences**. The children were provided with activity resources such as red, yellow and green coloured paint, paint brushes, paper and props to paint their transportation. When Amaru finished painting, she said, "I painted an aeroplane." Zenaiya held the paintbrush with her palmar grip, painting her transportation. The children shared the paint pots, and using their **dominant hands**, they were fully engaged in the activity.

Emergency role play - EAD - Being imaginative and expressive

The children showed interest in playing with the emergency vehicles during free play, rolling their vehicles on the floor and furniture around the room. This was an excellent way for the children to develop their hand and eye coordination, be imaginative, develop their gross motor skills, and strengthen arm muscles whilst moving their cars around. The practitioner extended the children's interest by providing large wooden blocks. The children placed the blocks on the floor in a line, creating roads for their vehicles, and they participated in an imaginary role play. The children **engaged in imaginative play based on their ideas and used available**



resources to support their play. The practitioner used a model of a mini person and pretended she was in danger. The children pretended to rescue her as Leo said, "The police is coming", as he rolled his car fast and made sounds. When the practitioner said, "Oh no, there's a fire". The children with fire engines pretended to come and turn the fire off. When the practitioner said that the girl was hurt. The children said, "We need the ambulance", and Nell

pretended that her vehicle was an ambulance and took the mini person to the hospital. The children **played cooperatively as part of a group to create, develop and act out an imaginary idea.** The children who participated were Elyas, Leo, Lillian, Jasper, Solomon, Nell, Mikyle, Amaru and Tai. The children enjoyed playing and role-playing with the emergency vehicles for some time and continued playing with each other without the practitioner. While driving their mini vehicles, children make decisions, learn cause and effect, and develop spatial awareness.

Toilet training/Independent skills

The children concentrated on toilet training and independent skills for the rest of the already toilet-trained children. They participated in activities such as role-play and took part in many group discussions and story sessions about using the toilet. We continued to support the children in settling back into nursery, helping them with independence through lunchtime and with health and self-care. The children participated in daily interventions with the practitioners to support those with turn-taking, listening and attention, language, and emotions.



Physical development - Health and self-care



The children participated in an activity led by an adult to support their independence with toileting, as some had started toilet training. The children who participated were Mikyle, Galad, Romy, Elyas, and Leo. The practitioner prepared and placed some props and visuals for the children, such as a doll, potty, underwear, toilet roll, a book, brown paint and water. This activity aimed to support the children in **showing awareness and understanding of using the toilet.** The practitioner showed the children a visual with pictures of the steps when using the toilet. The practitioner used a



doll to demonstrate how to clean themselves after using the toilet and what to do next. Each child had a turn at placing their doll on a potty, and the practitioner asked the children if their doll was doing a wee or a poo. Elyas, Galad, Mikyle said poo, and Romy said wee. When the child replied, 'wee', the practitioner poured a bit of water into the potty, and if the child said, 'poo', then the practitioner placed a bit of brown paint which resembled poo. The practitioner put brown paint on the bottom of the doll, set the doll down on the potty, and then showed the children how to wipe it off. All children had a turn at taking some tissue, wiping their dolls, then placing the tissue inside the potty and pretending to flush it away. The children **developed an understanding of some independence in self-care and showed an awareness of routines** as the practitioner spoke to the children about the steps when using the toilet, such



as pulling their underwear down, sitting on the toilet, doing a wee or poo, wiping themselves, pulling their underwear back up, and then flushing the toilet. The practitioner also spoke about what to do after using the toilet, such as washing and drying your hands. The children enjoyed this activity as they could practice using their dolls as part of playing and learning, and they also discussed who wears a nappy for bedtime. The practitioner then read the children a potty book, which they listened to very carefully. This activity will also teach children to [show awareness of bowel control and to be able to communicate their need for the toilet](#).

Drawing on pants - EAD – Being imaginative and expressive

Star room children focused on drawing their pants and used this as an opportunity to talk about pants and what pants are used for as some children are currently in the process of toilet training. Toilet training is included in the ***Physical development*** area of the EYFS and comes under '***Health and self-care***', [gaining more bowel and bladder control and can attend to toileting needs most of the time themselves](#). The practitioner

showed the children some pants and talked about using them, especially now that they are using the toilet. Nell and Galad spoke about wearing their pants as they use the toilet. Galad further added that he wears Spider-Man pants. Eli said, "My mummy is going to buy me a big lollipop because I used the toilet". Eli then mentioned his two younger brothers wearing nappies. The practitioner explained, "That's right, Eli is older, and he now wears big boy pants. Nell said, "I'm drawing rainbow pants and mentioned she likes unicorns". Lia said, "I like rainbows and flowers on my pants", she focused on using some petals and arches, representing the rainbow. "I love this, I'm going to give it to my mum", added Lia and placed her drawing in her bag. The children [developed an understanding of using lines to enclose a space and began to use drawing to represent actions and objects based on imagination, observation and experience](#).



Lillian approached the table and said, "I want the green pen, she then held the pen using her left-hand palmar grasp and made several lines across the pant template. She focused on drawing lines and large circles. "Look what I did, " said Lillian, adding, "I want to take this one home". She picked up her drawing and placed it on the counter. The children then participated in listening to a story of 'Pirates Love Underpants' which the children really enjoyed listening to. The practitioners

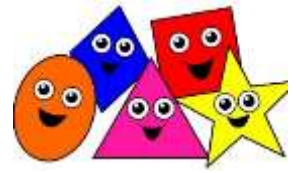
will continue to support the children further with toilet training by providing more activities to support the children's understanding of the use of using the toilet. Toileting is defined as the process that includes self-care skills related to urination and defecation, such as removing and replacing clothes, cleaning oneself, and washing hands. It often presents coordination challenges that may require adaptations like easier fastenings and accessible cleaning methods. It also encourages independence such as pulling their pants up and down and knowing what to do next such as flushing the toilet and washing their hands.



Play dough with math's - Mathematics



Making playdough is the perfect way to introduce children to simple skills like measuring, counting and following instructions. It can also improve communication and problem-solving skills to promote shape and measure. The children [learn essential mathematical concepts from measuring and shapes](#), including spatial reasoning, vocabulary for size and position, and the ability to visualize and compare. Mikyle, Romy, Nell, Jasper, Solomon, Amaru, Lillian, and Eylas participated in this activity. Before children began making their playdough, the practitioner showed shapes and numbers. They were shown numbers, 1 to 5, Mikyle, Lillian and Solomon said the numbers



correctly. Then the practitioner showed three different shapes. As the shape was shown, Lillian called out, "triangle". [Open-ended questions were asked](#), and the children were asked how many corners a triangle has. Mikyle said, "three". The colour was asked and Eylas said, "It's yellow". The second shape was shown, and Mikyle said, "It's a square". Solomon, Lillian, and Elyas listened to their peers and repeated after them, [responding to both informal language and common shape names](#). The practitioner asked, 'How many corners does a square have?', Lillian and Solomon said, "Four". Last shape was shown to the children, Mikyle said, "circle". The practitioner asked, 'How many corners does the circle have?' Mikyle said, "one", Solomon replied, "It has none, no corners". The children were asked to use a measuring cup. One was small and the other was big. Learning about capacity is the amount something can hold, as the children were described the words ['full', 'half full' and 'empty' to describe capacity](#).

The instructions were as follows: if you were asked to take one scoop, use a big one; if you were asked to scoop two, then use a small cup. The children understood the instructions and scooped them out correctly. As they formed a dough, Romy said, "My playdough is going to be ready", as she kneaded her dough. Solomon said it's forming into its own dough. Elyas and Mikyle said, "My dough is very sticky and needs more flour". Nell recognised number four. The children used fine motor skills to roll their dough and form shapes and numbers, and were able to recognise shapes, numbers, and colours.



Making a volcano - Understanding the world



The children participated in an activity making a volcano, as they enjoy taking part in science experiments. The practitioner gathered a tray, sand, dinosaurs, stones, vinegar, red food colouring and bicarbonate soda. The children sat around the table wearing aprons which were Eli, Lillian, Zenaiya,



Jasper, and Nell. Some children gathered around the table as they showed curiosity which consisted of Lia, Leo, Solomon, Romy, Tai and Matteo from Rainbow room. The practitioner made a volcano figure by placing wet sand around a thin container with a hole on the top and covered at the bottom. The children helped the practitioner by decorating around the volcano with different stones and small rocks and choosing their favourite dinosaurs. The children then took turns pouring the ingredients inside the middle to combine and create fizzing and bubbling. While making the lava, the children were learning about chemical reactions and what can sometimes happen when you combine certain ingredients together.



The children **listened and followed instructions carefully** as Eli, Zenaiya, Lillian, and Nell were told to pour in one spoon of bicarbonate soda. Jasper poured in some red food colouring, and Leo poured in the first vinegar. The combination of bicarbonate of soda (a base) and vinegar (an acid) fizzes because it creates a chemical reaction that produces carbon dioxide gas, **talking about why things happen and how things work**. The children all watched in amazement how the lava rose up, fizzed and bubbled, forming an eruption. Lillian said, "the lava is hot". Jasper said, "oh no, the dinosaurs got burned". Lia, Nell, Eli and Zenaiya poured more vinegar, and all children enjoyed watching the volcano erupt each time, again and again with amazement. This was a great activity to develop the children's concept knowledge, vocabulary, and encouraged them to make predictions, and explain their thinking. In this hands-on experience, children learned about how ingredients are combined to create chemical reactions.



Rainbow Room

Welcome to Rainbow Room: Matteo, Salma, Noah, Esme, Ilyas Zachariyah and Mae

Welcome to Akki in the Rainbow Room. She has settled in well and has already formed excellent relationships with the children.



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 & Me myself and I

We hope you all had a lovely summer. We are delighted to see everyone back in the Rainbow Room and see so many smiling faces. It's safe to say that all the children have settled well and have been very busy learning the routine and reaching their potential.

As autumn approaches, we want to remind all parents to ensure the children come to nursery wearing appropriate clothing, a waterproof jacket, and suitable outdoor shoes.

Our September started by ensuring all the children were settled well and ready to learn. A good way to do this is by learning and speaking about Me, Myself and I, where we put the children at the heart of the planning and support their self-confidence, attachments with peers and practitioners and demonstrate a positive sense of identity. The activities the children participated in included playing tennis using a balloon, jelly play, pasta messy play, I spy with my little eye, yoga, and Tai Chi. Through all these activities, the children learned to express their **creativity, develop fine and gross motor skills, explore emotions, strengthen social skills through turn-taking, and build bonds with children**, especially the ones who had just settled in the room. The children had great fun taking turns, developing their teamwork, and maintaining focus and hand-eye coordination.

Bats with a balloon- Communication and Language: Listening and attention

To begin the week of the theme Me, Myself and I / settling, the first activity we did was a physical game requiring children to take turns with a tennis racket and a balloon. Through this activity, we aimed to **promote stronger or new bonds** with each other and develop our teamwork skills. This activity will test the children's hand and eye coordination as they will have to aim the bat and hit the balloon without dropping it as long as possible. The following children

participated: Mae, Esme, Zachariah, Sa'ad, and Salma. Salma eagerly wanted to go first and said, "My turn". She held the bracket using both hands, and as the practitioner placed the balloon on the bracket, Salma lifted the bracket upwards. "Balloon gone", said Salma when the balloon fell on the floor. **Identifies action words by following simple instructions**. Mae decided to have her turn. As she held the bracket, she hit the balloon twice. "Did it?" said Mae with a smile. Zachariah said, "Me now", holding his bracket with both hands. **Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability**. Zachariah started waving the bracket up and down. The

children had great fun



Personal, Social and Emotional Development: Sense of self / Understanding emotions

Box of feelings - The second activity we did was a box of feelings, a game that allows the children to learn how to support and understand their emotions. Through this activity, we aim to support



teaching rainbow children about the different emotions they may feel, focusing on feeling upset and frustrated, and ways that can help support managing those feelings.

Rainbow Room participated in learning about the different types of emotions they may be feeling. Tai enjoyed the activity, showing his skill in imitating the poses he saw on the card. He was very fascinated with the angry pose, so he stood up, stomped his foot, placed both hands on his cheek, and said, "I'm angry, I'm not sad". Expresses positive feelings such as joy and affection and negative emotions such as anger, frustration and distress, through actions and a few words. Mae participated in the activity. She was interested in the stories that her peers and practitioners told, and she paid attention, made eye contact, and kept looking in their direction and saying yes or no to comment on their story she would also put her own ideas to their stories one of her peer was talking about how they like to play with a soft bunny Mae joined the conversation and said " I have egg". Asserting her own ideas and preferences and taking notice of other people's responses. Esme joined in at the end of the activity, "Esme here", she said, then proceeded to ask her peers questions like "What are you doing?". Matteo also joined when the practitioner started to tidy up the activity. The practitioner offered him the emotions card. Still, he wasn't too interested in it; instead, he pointed at the picture on the box. He pointed at the boy smiling and said "happy"; he did the same with a picture of a boy crying and said "sad"; when he pointed at the angry boy, he started babbling, attempting to say the word "angry".



Me, myself, and I

Walk the plank – Physical Development: Moving and handling

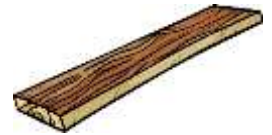
The third activity for this week's theme was a physical game requiring children to challenge themselves to be able to walk the plank without falling off. This activity involves rainbow children taking turns and understanding that if they didn't manage to do it the first time, they can try repeatedly and even attempt different strategies to complete the challenge (trial and error/ problem solving). The practitioner



demonstrated to the children how to walk on the wooden planks by placing one foot in front of the other. On the first attempt, Salah walked along the plank one foot on the plank and the other on the ground. On the second attempt, Salah could balance his body on the planks and walk along halfway without falling off. Salah was very pleased with what he achieved. Zachariah, Mae, Esme, and Tai also took part and could all walk along steadily. Ayaan was hesitant at first and would stroll, slowly, with his right foot on the planks and his left foot on the ground, showing growing self-confidence through playing freely



and with involvement. Ayaan held onto the practitioner as he was walking. When the practitioner gently let go of Ayaan's hand, he said, "No hold". Noah walked along the plank with one foot on the ground and the other on the plank. As he got used to his first method, he challenged himself and walked the plank sideways, **experimenting with what their bodies can do through setting themselves physical challenges.** Sa'ad could not balance his body whilst doing this activity; he shuffled his feet, one on the plank and the other on the ground. Overall, the children enjoyed this activity and were very eager to go.



Continuing last week's theme, "me, myself, and I," the children further participated in activities that supported their sense of Self.

Mirror wand – EAD Creating with materials To continue the theme for "me, myself, and I in a Rainbow Room," the children created mirror wands, which we used during circle time. They encouraged the children to look at their own reflection and **engage in conversation** about themselves and their likes and dislikes. This also helps **support children's creativity** in mimicking objects and deciding how they want them to look according to their preferences. The following children participated in the activity: Mae, Tai, Matteo, Sa'ad, Salah, Esme, and Zachariah. The practitioner first demonstrated the activity by visually showing the children what a mirror wand was and what it looked like. She showed the children the resources they would use, such as foam shapes, sequins, and diamonds. All the children showed interest and maintained focus as they used the glue stick to spread the PVA glue on the circle wand template. Tai looked keen and said, "I want all the diamonds on my wand". **Asserts their own ideas and preferences and takes notice of other people's responses.** Matteo held the glue stick using his right hand and spread the PVA glue in a circular motion. He then used single words to express his excitement. "Wow", said Matteo as he stuck the sequins on his template. He then picked up a leaf-shaped sequin and said, "shiny" Matteo stayed focused for about 4 minutes. Once he had finished, the practitioner asked Matteo to put his work on the drying rack. Matteo picked up his wand and walked towards the drying rack. Sa'ad showed eagerness to join in and said, "I want one." **Uses a variety of questions.** He then picked up the glue stick and spread the glue all over the wand template. Sa'ad picked up the bowl of sequins and used his right thumb and index finger to pick them individually, pressing them onto the wand template. "Look at my wand," Sa'ad said with a joyful look.



Making self-portrait – PSED Sense of self

Another activity that the Rainbow Room participated in was making their own self-portraits using only a mirror to look at themselves and coloured pencils that resembled the colours of

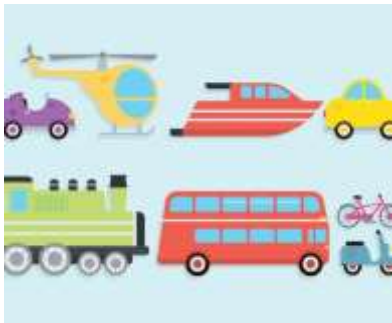




their features. This activity promotes a sense of self in the rainbow children to become familiar with their features and differences, e.g., some have blue eyes, and some have brown eyes. The practitioner gave them a mirror to look at themselves and see their facial features closely. Mae and Salma were the first to participate in the activity. As soon as they sat down, Mae saw the mirror, pulled it closer, and said, "Look, there, Mae", while pointing at her face in the mirror. The practitioner asked her, "What colour are Mae's eyes?" She pointed at her eyes in the mirror and said, "It's blue," and then pointed at her peer's eyes and said, "Salma is brown".

Understands who, what, and where in simple questions. Salma was eager to participate in the activity. As soon as she sat down, she placed a paper in front of her and asked the practitioner, "Green pencil?" However, the practitioner asked her to wait, as she needed to see her face in the mirror first. Salma held on to the mirror, pointing at herself, saying, "Who's that?". **Beginning to ask simple questions.** The practitioner asked her the colour of her eyes, and she kept saying green, so her peer beside her helped her out and said, "It's brown".

Transport



The children have been busy exploring transport this week, where we have been exploring different modes of transport and thinking about how we travel to nursery. Rainbow Room children enjoyed building roads and tunnels out of wooden blocks and working in groups, racing their vehicles along the road mat. We even got to observe different vehicles that passed by our nursery, such as vans, planes, trains and cars. In addition to this, we have been focusing on children

learning new vocabulary and common exception words such as cabin crew, departure, passport, luggage, tickets, All board the train, choo choo, as well as **retelling and commenting on the stories** we have read during our story session. Some children were very keen to **share their own experience and hold a conversation** about travelling on a plane, going to the parks and beaches during the summer holiday, during our circle time and outdoor play.

The children have also been experimenting with making different colour paints and mark making on paper with cars, buses and planes. They took part in a car wash, painting and making 3D cars, write a dance with vehicles, and making a bus with junk modelling resources.



Literacy/ Writing / Write Dance with Cars.

Writing dance is a unique way of supporting children's **fine motor skills**, which promotes **confidence in early writing skills**. By moving to sounds and making small and large strokes, the children **build on their coordination and strengthen their hand and finger muscles** while having fun. We had Rayan, Mea, Esme, Salma and Zachariah who participated in this session. To begin the session, the practitioner modelled the activity to the children. We provided two colours and different vehicles that the children can use. We had Rayan, who at first observed what was happening, then helped himself to a car he dipped the car into green paint and made large strokes by moving the car back and forth, which is an early drawing technique as it's an intuitive way of drawing that is most common in early childhood. Furthermore, we had Mae, who was **very vocal and used words to label** the colours of the paints and the vehicles. "Look red and green", said Mae as she pointed to the paints. She then picked up a car and made several lines on the paper. She then reached for a brush and made circular marks. Once she had finished, she was able **to give meaning to her work and what the marks meant** to her. E.g. I made a road, said Mae to her peers and to the practitioner. We also had Salma, who was **able to express her ideas** and make circle marks with a brush. Once she had finished, she smiled with a joyful expression on her face.



EAD: Imaginative and Expressive / Car Wash



Our Car Wash incorporated a lot of fun and so many aspects of hands-on learning for the children, such as **courting, getting messy and building their imagination, social skills and cognitive skills**. Rainbow Room children worked together to scrub the vehicles and use simple ways to **practice and learn new skills such as pouring, squirting, squeezing and splashing water** onto their vehicles.

Esme was excited to take part, she used **single words** to name the resources used for this session, e.g. water, car and sponge, as well as singing the song "This is the way we wash a car". She used her right hand to hold the sponge and used a circular motion to scrub her car, which **promotes and strengthens the wrist muscles**. This session was so engaging that we even had some children from the preschool and baby room join us.

Zachariah was very keen in this session; he was able to **solve problems** such as

using the sponges to scrub their wheels on the cars and then placing the cars in a row once he had finished. Once he had washed a few cars, the practitioner encouraged him to **explore numbers by counting** the number of vehicles he had washed. Zachariah used his right index finger to count the cars one by one with some support from the practitioner.



Sunshine Room

Welcome to Rainbow Room: Iris, Amir, Jacob, Adele and Noa

Holidays & Settling back

As Sunshine Room children returned to nursery after their summer break, they were eager to play and explore and settled in well, with some babies re-bonding and re-settling, and we also have the pleasure of welcoming new settlers in the room. To support the babies in settling back in, our focus was on circle time sessions and using a visual timetable to support transitions as they adjusted back into the nursery routine. They took part in a lot of mark making, talking about their holiday experiences, box of feelings, having fun with water and sand play, parachute games and Yoga.



Mark Making about their holidays: PD/moving and handling & CL/speaking



The focus of this activity was to encourage the children to reflect on and share their holiday experiences. **To be able to express themselves through mark making and speaking about what they had done on the holidays.** The children participating in this open-ended activity were Rumi, Sylvie, Noa, Leia, and Aria. The practitioner laid out a large piece of paper and crayons, indicating that it was time for the activity. Sylvie and Rumi excitedly approached the table and began choosing their coloured crayons and making marks on the paper, enhancing their palmar grasp and fine motor skills, as well as **maintaining focus on their activity for a period of time.** The

practitioner shared her own holiday experiences with the children, mentioning activities such as taking the car on a long drive, going shopping, having a barbecue with family, and riding a bike in the park. She then prompted the children to share their experiences by asking if they had met family, gone to the park, or travelled anywhere by plane. Sylvie responded by saying “yeh, plane, mummy” and she started marking green grass on the paper with her right hand, indicating that she went to the park. **Talking about people and things that are not present.** Rumi and Leia also mentioned “mummy and daddy” and became deeply engaged in their drawings. **When holding crayons, chalks etc, makes connections between their movement and the marks they make.** Leia held her crayon in her right hand with a pincer grip and drew in circular motions. Rumi used a variety of colours to create her drawings and even coloured in the pictures the practitioner had made. Noa and Aria were attentive during the activity, observing the practitioner and their peers as they coloured. Overall, the children were highly engaged in this activity and happy to be back. This activity enabled the children to bond with each other as they shared their holiday experiences whilst making marks.



Musical instrument session:

EAD: being imaginative & CL/listening & attention

During a morning activity, Noa, Adele, Sylvie, and Rumi enjoyed taking part in the musical instrument sessions to support their social skills, listening skills and confidence. They were provided with different musical instruments and shown how to make different sounds. The practitioner got all the children to sit on the carpet and take part in the activity, then she gave out the different musical instruments one by one. Children were observing curiously as the practitioner started to demonstrate by shaking the shakers and offered the children a turn, understanding simple sentences. Noa and Rumi imitated the practitioner by using the baton to hold and tap on the instrument, mirrors and improvised actions they had observed, then they looked at the practitioner to see if the practitioner was watching as they did it, then they smiled. Sylvie wanted to pick her own instrument from the bag, and she picked out the



bells. When asked, "What can you do with the bells?" Sylvie was able to demonstrate by shaking them.

Adele enjoyed playing with the bells too by holding it with both her hands and giving it a shake, concentrating intently on an object or activity of her own choosing for short periods. The children were

also exchanging their instruments with their peers, showing friendship, taking turns and sharing. When they didn't like to use the instruments, they gave them back to the practitioner or placed them on the floor. Noa would check inside the bag to get a different one. Overall, everyone engaged in using the musical instruments by following instructions and taking turns.



Transport

Sunshine Room children's learning was extended via our transport theme as, this was an inspiring follow-on interest taken from our previous Holiday theme, from which we discovered all the different ways everyone travelled during their holiday. The children had the opportunity to explore cars, planes, trains, buses, bikes and boats as the various forms of transportation. Some children were able to re-tell their past experiences and show their interest in their favourite transport. We enjoyed singing the nursery rhymes 'Wheels on the Bus and Down by the Station'. The children explored painting and drawing activities, water & sand play with transport vehicles, Jelly play, sensory bins and what's in the bag.

Transport sensory bin – UW/ understanding of the world



To explore transport in a unique and fun way, the practitioner set up a sensory bin play activity featuring beans, pasta, and lasagne sheets to represent roads, along with various transport vehicles, and this supported the children's imaginative skills. The children who participated in this activity were Amir, Jacob, Leia, Adele, and Corto. As the practitioner opened the tray, all the children were excited and quickly gathered around to explore what was inside. The practitioner demonstrated how they could use their imagination to drive the cars on the lasagne sheets, representing the road, she pretended it was a slide for the cars then Corto and Sylvie had a go and said "weee" as they run their car down the sheets and Sylvie said she goes on the slide, [enjoys playing with small world reconstructions, building on first-hand experiences](#). For Jacob, this was his first activity, and he was eager to explore the beans and pasta in the tray. [Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking](#). Jacob and Adele used their gross motor skills and hand-eye coordination to pick up the beans and pasta, showing great interest in their textures. Amir was also excited to mix the different dry foods in the tray. He took a truck and began filling it with beans [to enhance their gasping by filling and emptying](#). As he carefully poured them back into the tray, he babbled enthusiastically, expressing his interest. He remained engaged in this activity for a long time. Adele, Leia, and Corto enjoyed exploring the textures of the beans and pasta and [became absorbed in combining objects, e.g. banging two objects or placing objects into containers](#). While playing, Leia excitedly said to the practitioner, "Car, car!". Overall, all the children thoroughly enjoyed themselves and were really engaged in the activity. It helped them develop important skills such as hand-eye coordination and gross motor skills as they picked up the different beans and pasta and poured them back into the tray.



Making Trains – EAD/ creating with materials



The practitioner prepared a train activity for the children to continue with our transport theme. Corto, Irfaan, Noa, Sylvie, Aria and Amir took part. The practitioner began by reading a train story, and all the children listened attentively. Corto and Sylvie started pointing to the pictures of the train from the storybook. The practitioner then informed them that they were about to make their own train and introduced the resources, as we had some cardboard tubes, string, bottle tops, and paint. To [enhance their creativity and learn about different transport](#). The



practitioner began by threading pieces of string through a tube roll to create the carriages of the train and spoke about how many they have and how long it will get, capturing all their attention. As the practitioner worked, Irfaan exclaimed, "Train!" This prompted a discussion about train safety, where the practitioner explained the importance of standing behind the yellow line while waiting for a train. Once the train was ready, the practitioner demonstrated how to paint it with the different colours and explained that the wheels would be added next. The children **notice and become interested in the transformative effect of their action on materials and resources**.

Some children replied with a nod, and some said "yeah" in agreement. Irfaan, intrigued by the handmade train, with encouragement, picked up a paintbrush using a pincer grip with his right hand. He made small strokes on the train, showcasing his fine **motor skills and making random marks**, while singing along to nursery rhymes with the practitioner. Sylvie was highly engaged and thoroughly enjoyed painting the trains with red, yellow and green paint. She **enjoys and responds to playing with colour in a variety of ways, for example, combining colours**. Aria was particularly interested in the bottle caps we used for the train's wheels. She took them out of the box and handed them to the practitioner one by one. Corto, Noa, and Amir also enjoyed the activity immensely, mixing different colours of paint and making small strokes on the train. This activity allowed the children to familiarise themselves with trains and explore the various colours of paint while creating their project.

Painting tracks – PD/moving and handling to support their gross motor skills and understanding of colours



To support the children's further understanding of different vehicles and transport the practitioner prepared a tire track painting activity. The children who participated in this were Leia, Aria, Corto, Noa, Sylvie, Irfaan and Rumi. The practitioner began by asking the children what transport they may have used over the holidays, e.g. buses, trains, planes etc. After a small group discussion, the practitioner began the activity by demonstrating how they would paint with the different vehicles. Corto, Rumi, Sylvie and Leia were carefully observing the practitioner as she demonstrated. **Notices and become interested in the**

transformative effect of their action on materials and resources.

Leia was very excited to have a go. She picked up the truck with her right hand and began rolling the car back and forth with much concentration, demonstrating her hand-eye coordination. Aria was intrigued to participate in the activity as she saw all the different coloured paints. **Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint**. She watched the practitioner as she



supported her to dip the truck into the paint in the tray. The practitioner then handed the truck over to Aria. She grasped onto the truck with her right hand using her gross motor skills and rolled the truck into forwards and backwards motion demonstrating her fine motor skills. As she rolled the truck and painted, she smiled at the practitioner. Overall the children were engaged throughout the activity and could explore different marks they painted with as well as transport. Noa, Irfan, Rumi and Sylvie also had a turn, and they enjoyed making the patterns that were printed on the paper from the wheels of the cars. [Makes connections between their movement and the marks they make](#). This activity allowed the children to explore different colours through painting with the truck, as well as allowed them to explore the cars that they were painting with.



Sealife

Sunshine Room children showed interest in water play during the previous theme on transport as they were exploring boats, and as we added some sea life in the water, they were intrigued by some of the sea animals, which has inspired the Sealife theme. Sunshine Room children had the opportunity to explore sea animals with ice, sand, and water, as well as painting fish, crabs and making starfish with craft. We used storybooks about sea animals and carried out what's in the bag to support their communication and language development.

Making play dough – EAD/creating with materials



To begin the theme Sunshine Room children made play-dough with the practitioner's support. For some babies, it was their first time. Children were provided with bowls, spoons, flour, water, salt, and oil. Corto, Sylvie, and Adele were taking turns to add the ingredients by using their grasping hand to hold the cup and pour the flour into their bowls, then they added a few drops of

oil, followed by the powder paint and then some water. The children showed fascination each time an ingredient was added and stirred it up; they used their [dominant hand](#) to hold the spoons and mixed the ingredients. The practitioner supported them in forming the dough together and encouraged them to use their hands to squeeze and roll, [explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression](#). Children enjoyed playing with the play dough by feeling the texture and using the rolling pin to play, and stretching with their hands. Adele enjoyed playing with the rolling pin by using both hands to hold the pin



and rolling over the play-dough. As the practitioner demonstrated “roll, roll, roll it”, while using the rolling pins, the babies **mirror and improvise actions they have observed, e.g. clapping or rolling**. We then added some of the sea life shape cutters to use on the playdough. Sylvie and Rumi enjoyed using them by pointing out what shape they had and pressing it down on their dough. They said “fish, boat, star”, **notices and become interested in the transformative effect of their action on materials and resources**. Overall, the children enjoyed playing with the play dough by using their fine and gross motor skills and creativity to cut the dough into sea animal shapes.

Frozen Aquarium – UW/the world

The children explored an ice mountain which had sea animals trapped inside, and the children had to free them by using hammers to smash the ice. The practitioner provided the ice in the water tray with wooden hammers and encouraged them to break the ice, allowing the children to use their gross motor skills while grasping to hold the hammers. **Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark-making tools**. The children who participated in this activity were Leia, Rumi, Corto, Noa, Sylvie, and Aria. The children were curious, feeling the texture of the ice and splashing in the melting water. **Is curious and**



interested to explore new and familiar experiences in nature.

They pointed at the sea animals as they appeared in the blue, frozen water. The practitioner demonstrated how to break the ice and pull out the creatures, mentioned how we need to save them, let's help them, also asked them ‘Can you pull them out?’, This excited the children, and they eagerly asked for help in retrieving the fish, repeating the word “fish”. **Explores objects by linking together different approaches: hitting, looking, feeling, tasting, and mouthing**. Overall, all the children enjoyed playing with the frozen aquarium learning cause and effect of ice melting into water, as well as thinking critically when they had to save the animals.



Sensory play – PSED/sense of self & CL/understanding

Sunshine Room children took part in sensory play with sea animals. The practitioner prepared the activity with sand, shells, tape and different sea animals in the tray so the children can explore different textures and enhance their gross motor skills by grasping and pulling out the sea animals. At first the children observing and didn't like to feel the texture of sand and tape but after they started to enjoy and explore alongside each other.

Concentrates intently on an object or activity of own choosing for short periods. In order to develop their senses and enjoy messy play, the practitioner was explaining and demonstrating to the children how to dig



the sand and mix the powder paint which was on top of the sand representing the sea. There was sticky tape on top with the sea animals stuck on it to see if the children would pull them off using their **gross motor skills and confidently being able to challenge their ability**. Leia and Aria were copying the practitioner by pulling the fish from the sticky tape and exploring the texture as it was different from the other textures not wet but sticky. Corto was mixing the blue paint with his hands and feeling the texture and seeing the change in colour in the sand. Corto was getting the food from the kitchen and bringing to feed the fish. Aria and Leia enjoyed pulling the fish and star fish by using their grasping hand to pull it out from sticking on the tape. **Shows growing self-confidence through playing freely and with involvement**, some even managed to pull the tape off. Overall, the children enjoyed playing alongside their peers in exploring the sand and sea animals.



Bonus sessions

Yoga – PSED/sense of self and PD/moving and handling



In Sunshine Room, Irfaan, Aria, Sylvie, Leia, Noa, and Rumi enjoyed taking part in the yoga session. The practitioner provided soft mats and instructed everyone to sit on a mat. Sylvie, Rumi and Leia understood simple instructions as they chose their mat to sit on, showing interest straight away. We had yoga music playing, and to begin, the children were encouraged to sit with legs folded and take deep breaths in and out.



The children were encouraged to stand up and do some stretches, we did the Tree pose, Downward dog and Snake pose. **Shows interest in music and imitating the movements of others**. Leia had stretched her arms up to make the tree pose. They were moving in different ways to do the poses, when the practitioner said; “touch your toes,” some were



able to stretch forward to reach their toes, and some squatted down and touched their toes. **Begins to understand and choose different ways of moving**. Irfaan eventually joined in smiling as he had been observing, he enjoyed imitating the practitioner by stretching on the mat, then demonstrating the impressive snake pose. To end the session, we all lay down to rest while listening to the mindfulness music; some lay on their front, while others lay on their backs and relaxed. All children enjoyed taking part in the yoga activity by following instructions and discovering what their bodies can do.



Heuristic play

EAD – Being imaginative and expressive



Through heuristic play, children learn to think creatively, solve problems, develop fine and gross motor skills, boost their concentration, build confidence, and stimulate their senses using everyday objects. This form of open-ended, child-led play allows them to **explore, discover, and understand the world by interacting with various materials and making choices.**

The children who participated were Romy, Galad, Lia, Nell, Eylas, Jasper, Zenaiya, Solomon, Amaru, Leo and Eli. As soon as the children were in the room, where the everyday objects were set up, Nell saw a paper bag she held in her hand and said to her friends, "We need to go to a party, and we need to get ready". Lia helped her peer fill a jar of buttons and put it into the gift bag. Nell saw some swatches on the carpet, which she was fascinated with. She used her pincer grip to turn the swatches and felt the texture using her fine motor skills. She told the practitioner that some of the leather samples felt soft. Solomon saw his peer looking at the leather switches, so he sat down, observing what she



was doing. As his peer left, he took over and began to turn the samples. He felt one of the leather samples and said, "it feels funny", **noticing what other children do, mirroring what is observed, adding variations and then doing it spontaneously.** Jasper and Eylas collected the cooker burners and glass bottles from the table and brought them to the carpet. Jasper said to the practitioner, tapping her arm, "Look, it's glass bottles", Faiza. He then picked up the burner, pretending it was a stirring wheel. He initiated the play and began to sing Wheels on



the Bus. "As he was singing, he was maneuvering the burner clockwise. Eylas copied what Jasper was doing, **creating representations of both imaginary and real-life ideas, events, people and objects.** Nell, Romy and Lia were playing imaginary plays. Nell pretended to be a dog, walking on her knee and hands. Romy was holding a leash on Nell. Romy said to Lia, "I'm taking doggy for a walk". Galad was holding a gold handle. He pretended that it was a phone. He came over to the practitioner and asked her to sit down. He put the handle over her ear and said, "Call pizza man". Zenaiya had a cardboard tube that she added silver to on each side. She said to herself I made an aeroplane. Zenaiya walked over to another table, where she laid bricks horizontally, then added the car on top. She said to her peer, "I made a bridge". The children **engaged in imaginative play based on their own ideas or first-hand or peer experiences.**



Library trip - Literacy – Reading

Star Room children went to the library for the first time this term in the afternoon. We took nine children and three practitioners. The children who attended were Jasper, Solomon, Elyas, Mikyle, Nell, Romy, Leo and Lillian. It was their first time with the nursery for some children, such as Leo, Jasper, Solomon and Lillian. On the way to the library, the children came across different things they were observing around their environment. Romy said, "I'm going to see my dad at the coffee shop". While passing through Benthall Primary School, Jasper looked through the playground and saw some children playing football. As Mikyle was walking, he came across falling red cherries. He stepped on a few cherries, and as he squashed them with his foot, he laughed with his peers.



Leo came across a truck, a cherry tree, a ladder, and a spider on a web, **noticing detailed features of objects in their environment**. Lillian asked, "What are we going to do at the library?". The practitioner explained that we would look at the books, read a story, and return some books to the nursery. The practitioner also explained that as we enter the library, we all must be very quiet.

As we arrived at the library, the children first went to pick up some books from the shelf and did independent reading while the librarian came. Leo said he was looking for a shark

book to take to nursery, as the practitioner went to find a book with sharks. Lillian showed interest in looking at princess books, Romy asked to read a book on fish, Nell read a fairy book, Mikyle looked at a book with feelings, Jasper looked at a winter book, and Elyas looked at the shark book with Leo. The children **looked at and enjoyed print and digital books independently**. While the children were doing independent reading, she asked those who liked to come with her to return the books and bring back new ones. Elyas, Romy and Lillian wanted to come, so they went with Peri to the desk.



After returning and borrowing new books, the children sat down, and the librarian read them two books. The first book was 'I am not an Elephant', and the second was 'Lost'. The children enjoyed the first book the most and requested that the librarian reread it which were about animals. The



children **listened and joined in with the stories when reading in a small group.**

They were asked some questions between the stories, and when they saw a strawberry in the first book, they pointed and called out, "strawberries". Nell said, "My brother doesn't like strawberries". Mikyle said, "My mummy likes strawberries," and Leo said, "My mummy likes strawberry milkshake".

As the session was over, it was time to go back to the nursery. The children held hands with their peers and the practitioner. When we all came out and came to the crossing, the children

were asked to keep an eye on the traffic light when the green man appeared. Solomon noticed the spider the children had first seen on the way to the library. They noted that it was a massive spider in the middle of the spider web. The children **commented and asked questions about aspects of their familiar world such as the natural world.** All the children enjoyed their visit and were happy to read the books they had chosen at nursery.

Trip to the park – Collecting conkers

Understanding the world

Star Room children visited their local park to collect conkers. Nine children and three adults attended. The children who went were Jasper, Galad, Amaru, Nell, Lia, Romy, Eli, Solomon, and Zenaiya. The children were excited and discussed how they would find a conker tree. The practitioner asked the children where they were going? and Galad said, "to Hackney



Downs

Park". On the way, the children spoke about their surroundings. A bus passed by, and Nell said, "It's the 488". When we arrived at the park, the children saw two blowing machines, blowing dry leaves by park keepers that had fallen off the trees. When the practitioner asked, "Why are the leaves falling?" Nell replied, "Because it's Autumn." Jasper said, "And then it's going to snow in a minute."



The practitioner explained the changes in the season to the children, and this was an excellent opportunity for the children to observe the changes and what happens during the autumn season, [developing an understanding of changes over time](#).

When the children walked towards the grass, they were let go freely, and they showed interest in running through the park and took part in a race. The children formed a line by Peri, and when Peri called out, "On your marks, get set, go", the children ran and did a race.



The children saw dogs, and Amaru pointed at a dog and said, "that's a big dog". When the practitioner asked the dog's colour, Lia replied, "chocolate". The children were reminded to do x-factor and stand still when a dog comes close. The children were looking around the park to find a Conker tree, and we came across two Conker trees that

were near each other. The children were all very excited when they saw the conkers scattered everywhere on the grass. The children worked as a team and were paired up as the practitioner asked the children who they would like to pair up with. Jasper wanted to work with Galad, Eli wanted to work with Lia, Amaru wanted to work with Zenaiya, Solomon said Nell and Romy worked with Perihan. The children worked together to collect conkers and shared a bucket in pairs and were having a race to see who could collect the most conkers. The children showed excellent teamwork skills.

Amaru said, "I found a concon", as she was encouraged to say the word conker. Lia and Amaru also found feathers. They were both really excited to show what they found. Lia said, "I found lots of them come and see what I have in my bucket", to her friends. When the practitioner asked the children, what colour are the conkers? Zenaiya said, "brown". The conkers were fresh, green and spiky. Some children found spiky ones, and some found brown ones with the shell on them. The children were touching them and feeling them, Solomon said; "conker in the shell". The practitioner showed the children that stepping on the green, spiky husk will open, and they can see a fresh, shiny conker inside. Then Galad and Amaru stepped onto some conker seed pods and removed the conkers without getting hurt. Also, the practitioner put some green spiky husk into the basket to show other children in the nursery. When they were questioned how they felt, the children replied, "They are hard".



The children went round the tree hunting for conkers and collecting them in their buckets. Galad and Jasper had a go at digging the grass to see if they could find conkers under the ground. The children were able to talk about some of the things they have observed, such as plants, animals, natural and found objects. The children even found a mushroom on the grass, which they



observed. Perihan explained to the children not to touch the mushroom as it could cause harm.

On the way back to the nursery, we spotted a black bird. The practitioner told the children that the bird was called a crow. The children stopped and observed the bird, which was on the ground. Zenaiya said, "Look, I can see another one", while pointing to a tree with another crow sitting on it. Nell, Lia and Zenaiya noticed a lady with a

pram. Nell asked, "Is the baby sleeping?". The lady responded and said, "No, he is awake". Nell, Lia and Zanaiya went close to the pram and looked at the baby. As soon as the children left the park, they heard a train passing by. Nell said, "it is an overground train, I always see them". Walking back to the nursery, the children were really excited as they were expecting Micky Mouse to visit the nursery, and they were going to have a party with Mickey Mouse in the afternoon.

Residential visit – PSED/Making relationships

After returning from their summer holidays, the children resumed their visit to their local residential home. The children who attended were Romy, Nell, Elyas, Lia, Salma, Jasper and Galad. Furthermore, we extended our learning experience for the children and provided opportunities by including children from Rainbow Room to participate. We had Tai and Salma, who happily joined us and got to experience interacting and engaging in social games. Our children demonstrated many skills during their visit, such as empathy and patience, as they all took turns interacting and holding conversations with the residents, fostering positive intergenerational relationships and a broader view of the world.



On the way, the practitioner explained and recapped the golden rules and the behaviour expectations for the children, such as holding hands, walking sensibly, crossing the road safely and stranger danger. Throughout the journey, the children were amazed and conversed about their surroundings and what they observed. For example, when turning right after crossing the

road, Jasper pointed and said, "I live that way", as he knew the way to his house. Tai also noticed the way to the train station and pointed the way with his finger.

When the children arrived, they were warmly welcomed by one of the residents, Patrick. He guided them to a communal lounge, a large room with many chairs, tables, and sofas. The children sat down and **waited patiently** for the residents to join. While waiting, Ann gave the children, practitioners, and the residents a sticky label with their names on it. Five residents came to spend time with the children: Mary, Fibion, Bernard, Solomon, and Patrick.

We started by singing hello and introducing ourselves by saying our names one by one. The children then did a fun warm-up session, which required everyone to stand up, form a circle around the middle table, and sing 'Here We Go Round the Mulberry Bush' while holding hands and going around in a circle.



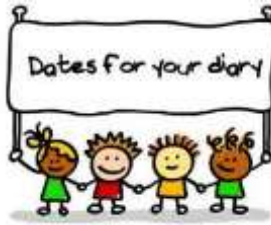
Everyone was then guided to the designated area where the games were set up. Three tables were prepared, each with a resident, three or four children, and a practitioner seated to play a game together. The games included alphabet puzzles, snap cards, and a shopping game. Everyone was engaged and enjoying the calm, interactive games, connecting through conversation and sharing laughter. Elyas, Galad, Lia, and Salma joined with Patrick; they all thoroughly enjoyed the alphabet game as they focused on completing **simple jigsaw puzzles**. Elyas picked up the paper, which had pictures and instructions on how to play the game. Salma was the youngest; she didn't know how to play the game, but she used her **fine motor skills** to collect some of the puzzles and began to join them up, showing great **teamwork and determination**.

Perihan, Lia, and Nell spent quality time with the residents, including Mary and Fibion. The first activity involved building figurine blocks that resembled people. Resident Mary chose blue colours, and Perihan and Nell worked with red colours. Together, they built a lovely **horizontal and vertical structure** that was showcased. Meanwhile, Lia and Fibion work as a team to focus on lining up the figurine blocks. The fun continued with the phonics; everyone enjoyed connecting the puzzle pieces. Nell identified and matched "a king and a ring"; Lia was able to match "a train and rain". Overall, it was a lovely experience that made everyone smile and connected the generations.

Towards the end of our visit, everyone gathered around the cosy area, where we ended it with a story session. Peri read the story of 'The Three Little Pigs' using props. The children and residents enjoyed the story, held the props, and waved them. We finished the visit with a goodbye song and donated food to the residents.

Our cook, Zarina, kindly prepared a warm meal for them, which was greatly appreciated. Our visit has many benefits for the children in many aspects, from [improving their listening skills and expanding their vocabulary with new words to building on their self-confidence and self-esteem](#). We look forward to our next visit, where the laughter will continue, and more games will be introduced.





Winter Holiday

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

Thurs 25th Dec – Public H

Fri 26th Dec - Public Holiday

Thurs 1st Jan – Public Holiday

Monday 5th Jan – Inset day

Eid Holiday

Around 19th March 2026 (To be confirmed)

Easter Holiday

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

Monday 13th April – Inset day

Comments/ Suggestions

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

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

Review us

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

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

Did you know we're on
Instagram

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roof.top nursery

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

