

Roof Top Nursery



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Male/ Carer's Week 2021

To celebrate Carer's Day, we sent out special handmade activity hampers made by our thoughtful staff with creative activities for the children to do at home with their carers. We also ensured this year was made very special by ensuring each carer received a special gift from the nursery manager. To make this event



even more special, our nursery head chef

provided pilou rice with tandoori wings and a mixed fruit pot. We had vegetarian option of samosas and enjoyed doing the activities at home

chicken a

pastries too! We hope you all with your child and enjoyed the food!



Hopefully next year we can resume male carer's day at the nursery! Thank you to all the parents who have already uploaded the activity pictures on tapestry or emailed them to us. If you haven't already done so, please upload the pictures so it can be part of your child's learning journal and something to treasure in the future.





Happy Male Carers Day 2021!



Our Graduation Ceremony for Star room leavers



We are fast approaching our graduation ceremony for Star room leavers. The children that will be graduating will have a special ceremony on **Monday 12th July** which the parents of leavers will also be invited to attend. The ceremony will begin with a speech by Hafiza at 2pm and finish at 2.30pm. The parents of those that are leaving will be invited to attend this ceremony.

After the ceremony the children will celebrate by having a group and individual photo shoot and a party.

Annual Photoshoot 2021



We had our annual nursery photoshoot on Wednesday 7th July 2021 which turned out a success! Thank you to everyone for bringing the children in on time and to the children for doing so well!

Ordering photographs: We will be sending out an email soon explaining how to order your photographs.



Male Carers Day Please remember to upload of you doing the activities at home with your child on tapestry or alternatively email us the pictures and we will upload it for you!

Congratulations to Kitto's parents who have a new baby boy!

Star Room

Reminders

Tiny Mites: Mondays, fortnightly

Football: Tuesdays, fortnightly

French: Wednesdays, fortnightly

Book bags: changed weekly every Tuesdays or Thursdays



Getting ready for school

Personal, Social and Emotional Development

Growing up and embarking on new adventures such as school can be an exciting time for most of us but it can also be quite daunting. Around this time, we often find our children starting to test boundaries and display challenging behaviour. Therefore, we have focused our attention in supporting the children's emotions and ensuring they are ready for school and the transition to school goes very smoothly in September. We provided a range of activities which gave the children opportunity to speak freely about school and share their **own feelings and know that some actions and words can hurt others' feelings**. Our home corner was transformed into a school environment with books, ICT equipment, chalks and chalk boards, note pads and pencils and school uniforms for the children to explore. Furthermore, during our island time we used the transition books to develop the children's understanding of what a school environment could look like, who our new teachers would be and how we will get to school. We took into consideration all the children's interest and ensured the activities were stimulating and challenging and met their needs.

Here are some comments made by the children during our discussion

Iris said, "We have to put our hand up!" and Kitto added "so we can hear all our friends talking", showing that they are able to **understand 'why' and 'how' questions**. We also discussed being kind with our hands and feet while playing with our new friends. Stanley said, "That's the rules; you can't hit or punch your friends." Aria also added "the teachers will call your mum!" This showed the children were able to understand the boundaries and rules set in school. During a conversation about school, Matteo, Iris, Ivor, Kitto, Stanley, Maila, Oliver and Jayden discussed **how to develop an understanding of growth and changes over time**, and how things may change as we get older. We spoke about how we get taller, stronger, and more confident, make new friends, and experience new things as we grow up.

Star room children have been focusing on learning their graduation song as they have been extremely excited to start their new chapter in life. They have been showing a lot of interest in the song as they all concentrated very well and **maintained their focus for a long period of time and showed high levels of energy and fascination**. Star room listened to the song and followed the actions to the video. We used Makaton signs while singing. The adult encouraged the children to sing the graduation song without playing the music. This enables the children to develop their memory skills. Johnny used his right hand and sang "thank you thank you everyone". After the graduation song the children **explained their own knowledge and understanding and asked appropriate questions**. For example, the children mentioned that in school you have a bigger playground and more equipment. This showed that the children **paid attention to detail**. Johnny mentioned that he is excited to go to a different school, however, he is going to miss nursery a lot

and the children in Star room. This gave the children the opportunity to be able to express their emotions and [become more outgoing towards unfamiliar people and more confident in new social situations.](#)

Please continue supporting the children by learning this song.

Our Graduation song

Two little words, Two little words
Two little words, not good bye

It's the end of the year, Graduation is here
Our two little words
To our Teachers, Moms, Dads, Grandparents and All

Chorus

Thank you, thank you, thank you everyone
Thank you for all you've done
Thank you, thank you, thank you everyone
Thank you for all you've done

You taught us to read and write
You taught us to learn
You told us it'd be alright
And how to take our turn

Repeat above chorus

You helped us to tie our shoes
Learn shapes and colours too
There's so many things you do
We just want to say

Repeat above chorus

https://www.youtube.com/results?search_query=two+little+words+graduation+song

Assertiveness Training

We revisited our assertive training and continued to prepare the children for school and the changes it may bring such as a huge playground with lots of children in, from different classes and groups. As the children have now been showing readiness for school, they have also been showing mature and more challenging behaviour, so this was a good opportunity to revisit our assertive training with the children as it helps them to communicate their thoughts and feelings respectfully and honestly, without being hurtful.

The children listened to *Willy the Wimp*, they commented on aspects of the book such as Willy's size and compared him to how he ended up after lifting weights and being on a special diet of bananas. We encouraged the children to focus on the difference between the "suburban gorilla gang" and Willy the Wimp. Maila said "Willy is small" and



difference between the "suburban gorilla gang" and Willy the Wimp. Maila said "Willy is small" and

Kitto said “the gorilla is bigger than Willy” and was able to distinguish between the two sizes. Star room then discussed what it meant if Willy got big and strong, Matteo said “he will lift up houses!” And Alba said “he will be really fast at running.” We then noticed that Willy was on a special diet of bananas, Rafal said “his teeth will fall out because they have a lot of sugar in them” the adult then explained that they have natural sugar in and won’t cause your teeth to fall out and the need for a balanced diet.

After we finished the story and noticed that Willy was tall and had muscles, he scared off the bullies, we spoke about how to stand up for ourselves. We discussed using actions such as putting your hand in front of someone and saying “stop please I don’t like that” or saying “please do not touch me!” We will be ensuring the children are being polite but assertive about something they do not like and encouraging them to be strong minded!

The Queen’s birthday

Understanding the world



The children focused on an interesting topic that only happens twice a year. Star

room children focused on the Queen and her birthday. This gave the children the opportunity to learn about the Royal family and what they do for us. The practitioner first showed a picture of the Royal family to the children and asked the children which one they think the queen is, the children started



pointing at the picture and Eiliyah pointed at the Queen. This enabled the children to **comment and ask questions about aspects of their familiar world such as the place where they live or the natural world**. For example, the practitioner asked the children “what does the queen do?” and Rafal replied saying “she takes care of the trees and plants and respects everyone who lives here” following on from that Maila said “The queen tells everyone what to do”. This shows that the children **pay attention to the details around them** as she showed an understanding of what

someone very well-known and that lives in a palace may do. The practitioner then asked what the building is called in the picture and Ivor said, “Buckingham palace”.

Once the practitioner introduced the Royal family members to the children the practitioner then spoke about it being the Queen’s birthday. The children were very surprised when they found out that Queen’s birthday is celebrated throughout the whole country and Alba said, “I want everyone to celebrate my birthday as well”. The children then watched videos of the Queen on special occasions such as going to a meeting, on her birthday or in a car. Matteo then asked, “how do they celebrate the queen’s



birthday?” and the practitioner told the children how they all come together and have a big tea

party. The children then [showed a lot of interest by asking open ended questions](#) for example, Aria asked, “how old is the Queen?” and the practitioner replied back “95” and the children showed a lot of expressions such as shocked, surprised and also laughed. Following on from that Stanley said, “She is very big” and Jasmine said, “Bigger than my mum”. The children [were listening and responding to ideas expressed by others in conversation or discussion](#). The practitioner asked the children what the prince’s name is and said, “His name is Prince William”, Oliver commented when he heard Prince Harry’s name and said, “That is my daddy’s name too!” following on from that Stanley said, “My dad’s name is William”. This enabled the children to show an understanding that [some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family](#).

The children then asked the practitioner if they can do a drawing of Buckingham Palace. Matteo, Aria, Jasmine and Rafal started drawing their very own Buckingham Palace. While drawing they were looking at the picture that was given to them. Stanley then commented saying “There’s a lot of windows” this showed that [he was focusing on small details](#). Aria then said that “I’m going to make my Palace all colourful”. This enabled the children to [choose particular colours to use for a purpose](#). This allowed the children to share their thoughts and ideas with one another. When drawing the children were using their imagination skills using a range of different resources such as, glitter, paint, sequins and colouring pencils. This gave the children the opportunity to [play alongside other children who are engaged in the same theme](#).

Male Carer’s week

Personal, Social and Emotional Development:

Star room children love making cards for their mums and dads! The children make sure they go all out when they have the opportunity to make a card for their parents. It is a lovely way to show their love. As Father’s Day was approaching, we spent some time discussing and creating art work for our amazing male carers, and for those without, we ensured to include them and express the important of the female carers in our lives. The children took part in very exiting creative activities such as making cards and key rings. They



[same theme and create a strong bond between each other](#). The children first had the opportunity

were given several of different resources to create their cards as star room children enjoy using materials to stick independently and also have recently enjoyed using colouring pencils to draw flowers. To start off Jasmine supported the practitioner while cutting the tissue paper, using child friendly scissors. Following on from that Eiliyah supported her peers by asking “Who needs help to fold their cards?” this allowed the children to [play alongside other children who are engaged in the](#)

to create a lovely card for their parents. This enabled the children to **choose particular colours to use for a purpose**. For example, Rafal said “I’m going to colour my heart yellow because it’s happy”. Following on from that Jasmine said “I’m going to add red glitter because I love red and it’s the colour of a heart”. This activity gave the children the opportunity **initiate new combinations of gesture in order to express and respond to feelings and ideas**.

Yunus and Arfa added glue to their paper before adding glitter; Arfa was very cautious when shaking the glitter shaker and showed good control. Alba used lots of language throughout the activity and spoke lots about her family. “My dad’s going to love this card, it’s from me and baby Lucca” says Alba. We have also discussed ideas of blended families and those that may have more than one dad, no male figure and some with no parents. We provided this opportunity to the children as we have children that may not have a male figure, and want the children to still feel as loved as possible whether they have a male figure around or not. Star room were able to **show an understanding that some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family**. Lastly, we did some planting during the warm weather and independently added soil, cress seeds or mint seeds, and a drop of water to a little pot, to give to our male/female carers! The children were able to show their understanding of the world as well as following boundaries to



ensure we carried out the activity delicately and gently.

Bonus classes

Tiny Mites

Star room participated in Tiny Mites and had lots of fun while taking part in songs which related to the

beautiful weather we have been having! The children started by doing a song where we got on a train and went to the beach. The children walked around in a circle and used their arms which represented the train wheels going round in a circle, this showed that they were able to **play alongside other**



children who are engaged in the same theme and also play cooperatively as part of a group to develop and act out a narrative. They pulled on their breaks and made funny noises which represented their horns! The children really enjoyed this and were able to build up their repertoire of songs. Rafal said "I am still on my train!" And De'andre said "I am on such a fast train!" And Eiliyah used her arm to pull her imaginary horn down and said "woop woop!" The children then moved on to a song about going to the seaside and used actions to sing along, such as putting their towel down on the beach, being a crab and standing up in the sun. Star room maintained their focus very well and followed the instructions. Of course, we enjoyed lots of bubbles as the children using their bubble popping fingers and showed lots of excitement!



Forest Play

We had another amazing forest play session at Hackney Downs Park. Once at the park, they stood in a line, and waited for Hafiza to say "ready steady go!" as they raced each other down to the camp base! Star room showed that they were able to show awareness of the boundaries set, and of behavioural expectations in the setting as they ensured to stop when they heard the adult shout "stop!" Once we got to the park, we sat in a circle before we went through the rules. The children then joined hands and created the honey pot circle at camp base. We then began exploring the forest play area and encouraged the children to find things that they found interesting.



The children were split into groups of 5 and were asked to have a look around to see what they could find that was interesting. De'andre wondered around and found a large stick, he said "I found a sword" and began to wave it around, showing that he was able to use available resources to create props to support role-play. Eiliyah walked around an area which had long grass, she said "grass comes from the ground and it needs a lot of water". Matteo also got involved in the conversation and said "I found some grass too and it grows from the park soil!" Matteo and Stanley found some sticks and begun to poke it



inside of a hole in the log, they said that they were trying to find some treasure inside of the hole, showing that they were both able to play alongside other children who are engaged in the same theme. Rafal was able to find two small sticks on the ground, he began to rub them together and said "I am going to start a fire!" The children became a little bit excited and said "can we make a fire with the sticks if we rub them together!" The adult explained to the children that we cannot make a fire in the park as it is very dangerous and illegal, and the police & fire brigade will come to put out the fire. De'Andre used the sticks he found, to make music by hitting them on the log. Star room also took part in transient art, mud painting, and taking risks while climbing on the logs!

During our 4th session of forest play, four new children took part: Yunus, Arfa, Sara and Abdul-Basit. Therefore, these children required support and 1:1 attention from the practitioner to ensure

they followed the same rules as their peers. As we entered the park the children were encouraged to take their harnesses off and to **negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles** as raced to the camp base. The children practiced their gross motor skills as they stood in a line with their right leg forward and slightly bending their back in a driving position and raced toward the camp base. We continued practicing our listening skills by stopping several times and restarting the race.

Once at the camp base, Hafiza, our forest play lead carried out a warmup session called Honey pot. This session requires the children to make a circle and **maintain attention, concentrate and sit quietly during appropriate activity** as Hafiza demonstrated the actions.

As the children arrived at the park, Hafiza spoke to the children about the golden rules; X factor and making sure we stay all together. The children were then encouraged to get in a straight line to do the race. Once the children were in a straight line they waited for Hafiza to say, "Ready steady go!" as they raced each other down to the camp base! This showed that Star room children were able to show awareness **of the boundaries set, and of behavioural expectations** as they followed the instructions when the adult asked the children to "stop" when running. After the rules had been discussed, the children were encouraged not to pick living things and to **show care and concern for living things and the environment**.

Woodland Soup

This week the children took part in a different activity, which was cooking. This enabled the children to **construct with a purpose in mind, using a variety of natural resources**. They were excited as they were asking a lot of questions; Aria said, "What are we going to use?" following on from that, Rafal said "mud mud mud!" This showed that the children were capable of **expressing their thoughts** and this was greatly beneficial for the children in a variety of areas. For example, under **understanding the world**, it showed the children can use their imagination to cook using natural resources.

The children were then put into groups of 4/5 and sat down in their groups and were given a list of items they needed to make their soup. However, some children decided to pick their own food and cook for example, Yve said "I'm making a pizza with ice cream, chicken, tuna and sweetcorn on top. Following on from that Alba commented saying "I want to feed the snail". While reading the list Jasmine said "I'm going to find all of them and make a big cake.



Taking risks

The children took part in climbing the logs and developed their mathematical and physical skills through this. Yve was able to **understand prepositions such as 'under', 'on top', 'behind'**. Matteo, Kitto, Sara and Yunus also displayed the same understanding as when the adult said, "Can you go under the log?" They did not require any guidance and said "yes!" and used their arms and knees to pull themselves across the floor, underneath the log, showing that they are able to **negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles** and also **travel with confidence and skill around, under, over and through balancing and climbing equipment**. Yve got a little stuck



while pulling himself along the log, Yve said “I need help!” showing that he was able to confidently ask adults for help and showed a sense of pride when he got to the end of the log. Matteo was very proud of himself and said “look I am so good at climbing you know! Come and look Gozde!” this demonstrated that Matteo he was **proud of how he accomplished something – not just the end result**. The children showed confidence and bravery as they spoke about climbing the logs high without any support which was fantastic to see.



Exploring the flowers

The children had an amazing opportunity to explore a hidden flower garden and long wavy grass that has recently grown in the park. They walked along the long wavy grass whilst reciting the bear hunt story. We also had a look at the most beautiful flowers and learnt the names of them. We spotted some poppies, daisies and lavender while walking through a path. The forest play has become one of the some loved activity for star room and all the children look forward to their next session.

Yoga: Maintaining focus and understanding how to relax

Yoga is an essential tool that helps children unwind, gather their thoughts and relax. It’s an important skill that they need to help support them daily. The children maintained their focus extremely well, they began their session by sitting with their legs stretched out in front of them and reached to touch their toes. We discussed how the back of our legs felt as we stretched the top half of their bodies and Alba said “I can feel it in my leg!” showing that she was able **to understand ‘why’ and ‘how’ questions**. The children then moved into the butterfly pose and lifted their legs up and down and kept their backs super straight, encouraging a beautiful posture! We then moved on to a few other poses and then focused on some breathing exercises. The children closed their eyes and focused on the sounds surrounding them as we did yoga on the roof.



Football

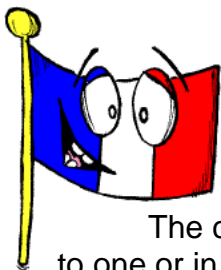
Physical Development

The children took part in football and were able to demonstrate their ability to follow instructions. We have recently had some of Rainbow room move in, Juno, Kareah, Vida and Safeeya have been starting to follow star room routine and take part in Football with Coach Kai.



The children showed **amazing listening and attention skills**, waiting their turns to collect objects such as coloured cones and footballs. The children started their session by following actions that Coach Kai asked the children to do, such as putting the ball on their heads and shoulders and practicing swapping feet while balancing. This developed the children's physical skills as they were encouraged to put one foot on the ball and jump to swap them. They then sat on the ball, put their arms out beside them and balanced before falling back and giggling!

The children then had coloured cones which represented ice cream cones and the ball being the big juicy scoop of ice cream! They were asked to put 5 balls on the cone and walk around while balancing it, and then began throwing it up and catching it in the cone. De'andre, Yunus and Rafa showed amazing listening skills and have developed their confidence really well during bonus classes. Kitto, Alba, and Safeeya have also become much more confident when speaking to external staff members! We then began to jump over the cones and turn around quickly to jump over again.



French

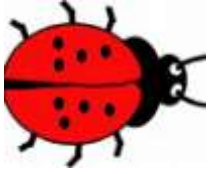
The children started their French session by saying *bonjour* as usual! Following on from that the children then started singing their hello song in French with actions.

The children we are able to listen to others one to one or in small groups, when conversation interests them. They went around in a circle introducing their name in French. They showed clear understanding of humour, e.g. nonsense rhymes and jokes.

The French teacher then took out a teddy bear, they focused on the bear's outfit and what it was wearing. The French teacher, Debbie, then said, "The bear is feeling hot, so we need to splash water". So, the children proceeded to pretend wearing their swimsuit to jump in the water. With the music on, the children started climbing up the ladder while counting. This enabled the children to use their imagination skills as well as use language to imagine and recreate roles and experience in play situation. They pretended that the bear is going on a holiday, Debbie then gave star room children the opportunity to think of what the bear needs to take on holiday, Aria said "suitcase". Debbie then asked the children to close their eyes and remember which item has been removed. This enabled the children to develop their memory. The children maintained focus for a long period of time.



Rainbow Room



Minibeast

Minibeasts hold an endless fascination for young children. They are featured in so many books, songs and rhymes, and provide a plethora of important learning opportunities. Their very diversity is central to holding the interests of children; think of a beautiful ladybird with its vivid colours and striking spots, a graceful butterfly with its symmetrical patterns, a spider spinning an intricate web, a slow snail leaving its slimy trail, safe in its shell house. The possibilities for learning in all areas are endless; think of the mathematical opportunities in investigating the patterns and colours of minibeasts, as well, of course, as the counting of legs, spots and stripes.

Understanding of the World – Let's go for an insect hunt!



The children join in a group activity to find bugs in the play-room's floral area. The practitioner began by showing the children some examples of bugs that they might find, such as spiders, caterpillar and butterflies. They counted the legs of a spider that we had for our visual and discussed the beautiful colours on the butterfly wings. Next, the children joined in with singing 'Incy wincy spider', showing that they can **repeat refrains and anticipate key events and phrases in rhyme**. The children, while searching through the grass with their tweezers **kept the play going by responding to what others are saying or doing**. Felix said "I found a spider" whilst Safeeya shouted "I found one, I found one". Karaeah joked with her peer and the practitioner, pretending she had a small bug in her hands and saying "look inside",

demonstrating friendly behaviour. We found one spider in total but the rest of the playroom was bug free! This activity allowed the children to work as a team and learn about the nature around them.

Bug fossils Play dough

Rainbow room took part in a 'bug fossils play dough' activity. The practitioner made play dough with the children by providing all the ingredients. The children took turns in mixing the play dough and the practitioner asked the children what colour they want to use, they all said 'yellow', **expressing their own preferences and interests**. After making the dough, different insects, such as butterflies, spiders, ladybirds and bees were provided which the children pushed down into the dough to print a fossil on their play dough. The practitioner encouraged



the children to spread it like a pancake, then place their insect on top and press it down carefully to make the picture of insect on the play dough. The children pressed down **using their dominant hand**, most children opting to use their right hand. Throughout the activity, the children were engaged and showed interest and **high levels of energy** as they chatted amongst each other, showing off their bug fossils. One of the children made a pancake for a practitioner with a spider printed in the pancake. A practitioner asked the children to count the legs of the spider, which they all did with a practitioner, **showing knowledge of numbers 1-8**.

Physical Development- Moving and Handling – Painting ladybirds

To begin the activity, the practitioner showed the children a black and white picture of a ladybird, then asked them what colour are ladybirds. Delia and Juno both said "red" and Precious said "black spots". The practitioner showed the children how to paint a ladybird, holding the paintbrush in her right hand **making circular movements**. As the children were handed their paintbrushes and papers, they **showed that they are able to use one handed tools, holding the paintbrushes in their dominant hand**. All the children chose to use their right hand for the activity. Gene also showed knowledge of the **use of different tools** as he picked up the paintbrush and said "for painting". Juno used the black paint to create large lines and circles on her paper, humming a tune as she concentrated on her artwork. Ameenah used red paint to create spots on her interpretation of a ladybird, she splashed paint by shaking her paintbrush up and down. Blaise soon joined the activity and picked up his brush saying "paint ladybird". During the activity the children showed confidence in holding writing tools and **made links and noticing patterns in their experience while paying attention to detail**.



Interest week!

If adults and children are to build a learning relationship around children's interests, the effectiveness of the learning environment will be the first key consideration. From the outset, if we want children to express their own ideas and interests effectively, then we will need to consider the amount of resources and the number of possibilities that are provided.



Communication and language- Listening and Attention – Story session

Rainbow room children enjoy listening to stories and even during free play they often ask a practitioner to read a story for them. For this occasion, we chose the 'The very Hungry Caterpillar' and we used our story box to make it more engaging. The children all sat in a circle and the practitioner gave out the fruits which the children chose themselves. After, she explained that while reading the story they can all have a turn to feed the 'hungry caterpillar'. The story starts



with the caterpillar eating one apple, so the children who had apples in their hands had the turn to feed the caterpillar. Next, the caterpillar ate two pears, and the children who had pears in their hands fed the caterpillar. We carried on with the rest of the fruits (plums, strawberries, oranges) on this way. During the activity, they showed **high levels of energy and fascination** which could be down to them having the responsibility to feed the caterpillar. The activity allowed us to learn about numbers as each time we counted them together. Also, the children **listened to stories with increasing attention** and demonstrated good waiting and turn-taking.

Making bracelets

The children took part in a bracelet making activity to develop their fine motor skills. The practitioner measured the children's wrists and cut a piece that would fit. Next, we put the first letter of the children's name and practiced together, such as 'B' for Blaise. Blaise was able to do it himself and every time he put a bead through he said 'I did it', demonstrating **high levels of energy and fascination**. Anu and Helena had a go as well and after the practitioner showed them how to hold the string, they were also able to do it independently and **maintained focus on their activity for a period of time**. The children named the colours that they wanted to use, **expressing their interest**. Delia and Helena said 'I want pink one, please'. When we finished Delia's one she said to the practitioner 'It's so beautiful like Andrea's', **demonstrating friendly behaviour**. Threading beads all require fine motor coordination and, therefore, encourage children to take part in similar activities is very beneficial for them.



Water play – Paddling pool

As the weather was warm and sunny, we spent lots of time outdoors. The children showed interest in watering the plants both on the play-roof and in the garden. We asked the children if they would like to paddle in water and they all said 'YES' excitedly. The practitioner set a paddling pool in the garden and the children all took their shoes on and were ready for the fun! Delia and Felix said to the practitioner 'Come, your turn', so the practitioner joined in as well. Helena, Gene and Delia held hands and they jumped together while laughing loudly. The children all **demonstrated friendly behaviour, initiated conversations and formed good relationships with peers and familiar adults**. The activity not only helped us to cool down but it also allowed the children to develop social skills at their own pace and encouraged physical movements.





Personal, Social, Emotional Development- Making Relationships - Decorating masks

The children showed interest in mark making, therefore the practitioner asked the children if they would like to decorate some masks. They all said 'Yes'. The practitioner then gave out paper plates cut in half which they decorated with crayons and different stickers. We also used special stickers from our special box. We passed the stickers around and they all chose 2 each. They followed instructions well and shared the resources between each other. Delia said to Gene 'Let's take colours' while pointing at the crayons, then she said 'I draw my mum and daddy on it'. Gene responded 'Me too'. They carried on chatting about which colour they want to use. Gene then said 'I like it Delia' while looking at her work, she replied 'Perfect, it's all done'. They kept the play going by responding to what others are saying or doing and demonstrated friendly behaviour, initiating conversations and forming good

relationships with each other.

Summer

Summertime is a great opportunity to go to the seaside, go for a picnic or visit parks. We can make some healthy homemade snack, such as fruit salad, ice lollies or smoothies. How about water play in the garden? How long can you stay dry before somebody soaks you? What a great activity for a hot summer day.

Physical Development- Health and Self-care – Making Ice lollies



Rainbow room children made ice lollies using one of their favourite fruits: strawberries! The children were taken through each step of the process including washing the strawberries. The practitioner took five children (Anu, Felix, Juno, Blaise and Delia) to the sink area to wash the strawberries. They used the blue taps "because it's cold" said Anu and watched closely as the practitioner rinsed off the strawberries until they were clean. Each child was given a chopping board and plastic knife to cut the strawberries. They showed control in using the knives and understood that equipment and tools have to be used safely, answering "eating" when asked what the knife might be used for. The children enjoyed chopping and tasting the strawberries. Delia said "It's sweet" whilst Felix spoke about eating strawberries at "granny house" showing he has a sense of his own immediate relations.

The children stayed focused throughout the activity and clapped together as they finished the lollies and placed them in to the fridge. Great team work Rainbow room!



Decorating Ice cream cones

As a follow up activity, the children took part in an 'ice cream cone' decorating activity. The practitioner prepared the resources: paper plates cut in triangle shapes (cones), glue, glue sticks, and cupcake holders. Juno helped the practitioner to flatten the pink



cupcake holder which represented our ice cream scoops. When everyone sat around the table, the practitioner handed out a cone to everyone. But before actually starting the activity we had a little group chat. We talked about who likes ice cream, which flavour is their favourite, and whether they tried to make it at home. Blaise said 'I eat ice cream at home with mummy and daddy', [communicating freely about own home](#). Delia shared with us that her favourite ice cream flavour is strawberry. Next, the practitioner gave the glue and glue sticks out. The children glued the top of the cone and then stuck a flattened cupcake holder on the top. Gene and Blaise pretended that they were licking their ice cream while holding it up. Anu and Juno wanted to make a double scoop so they stick two on top of each other. During the activity, the children [demonstrated friendly behaviour](#) while sharing their experiences.

Physical Development- Moving and Handling – Decorating summer hats

The children took part in a mark-making activity where they decorated summer hats. We used paper plates, stickers, glitter, glue sticks, sequences and feathers. The practitioner put a hat in the middle of the table as a visual for the children. The children were able to [express their interest and chose the resources they want to use, showing that they can select and use activities and resources with help](#). Vida and Juno wanted to use the yellow and pink glitter. Vida then chose to use some princess stickers and said 'I make a princess hat'. Gene and Ameenah pointed at the star tickers and said 'twinkle stars'. Vida and Juno tried to peel the paper of the stickers, Vida managed to do it herself. Juno tried it a couple of times then she asked for help. Isioma joined in



as well and she stuck different sequins and feathers. She [maintained focus and paid attention to detail](#). Thomas also joined in; however, he wanted to decorate a flower. As he stuck balloon sequins, he counted them '1,2,3', indicating that he is beginning to [say some counting words](#). This activity allowed us to talk about the importance of wearing summer hats as it protects us from the sun and the children could express their imaginative skills and interest.



As some of the children like sunglasses and they even bring them to the nursery to show to their peers, we decided to decorate some.

They also protect us from the sun. Again, we used paper plates cut in half and we cut some holes out for the eyes. The children chose some crayons that they wanted to use. Delia chose purple saying 'I like purple colour', Aharon reached towards the crayon box and said 'I want to make red one'. Felix said 'I like orange', then he asked the practitioner 'When can we wear them?' **demonstrating that he can ask simple questions**. When we finished colouring them we tried them on while holding it in front of our eyes. The children looked at each other's sunglasses and Felix said 'You look funny, Andrea' and everyone had a good laugh. Yes, Andrea cut the holes for her glasses uneven so it looked funny!

World Ocean Week

In Rainbow room, World Ocean Week is a special week to honour and explore the oceans and its inhabitants. One easy way to get children excited about World Ocean Day or any environmental effort is to make learning fun. Through playful learning and connecting Rainbow room children with nature, we learned lots about oceans and sea animals and how we can appreciate our oceans and keep them and us healthy!

EAD: Exploring and using media and materials – Painting the Sea

To begin the week and our topic of 'World Ocean Week' Rainbow room children painted the sea/ocean as part of our messy play activity; they painted large strokes on paper to create the sea for our new display. The practitioner prepared the blue paint and white paper. The children sat around the table and took a paint brush each, showing **that they could share kindly together and participate well within a group**. Vida decided to use a sponge to paint her sea, showing she **can choose and access her own resources**. The practitioner asked the children 'Who has been to the seaside before?'. Juno said 'Me', the practitioner asked her who she went with and what did there. Juno shared with us that she went with her parents and sister and they were throwing stones into the water, showing **understanding of different types of questions and the emerging ability to recall fun events with people that are special to her**. Vida said 'I went too with my mum, dad and sister, we played with the sand' enjoying communicating about her home life with her peers. Aharon joined us as well and he said that he made a sand castle. Isioma wanted to paint as well, she sat down and made different strokes on her paper with a paintbrush, an important skill for early literacy!



EAD: Exploring and using media and materials – Water colour Sea Shells



Continuing with the theme of World Ocean Week and after our sea shell and sand investigation the previous day, the children had a chance to consolidate their learning and explore how colours can be changed using watercolour paints.

During art activities, we often use powdered paint or acrylic and here we experimented with a new medium, watercolour paints. The practitioner demonstrated how the children would need to wash their brushes by dipping it in the water and how they could activate the colour using water.

The children were given an option of blue, red, green, yellow and white paints. Juno said ‘I painting yellow’ showing [she can use word endings in conversation](#) as she took her brush and swirled it round the palette, [showing good control](#) whilst using her left hand. Precious showed excitement and an [emerging ability to express her feelings verbally](#) as she mixed red, green and blue saying ‘wow, purple!’ Ameenah and Gene helped one another to mix the colours and [showed pride in their work](#) as they said to one another ‘look me, look me!’ whilst pointing at their work. During the activity the practitioner tested their knowledge from a video they had watched a few days before, the children showed they could recall some of their animals as Karaeah attempted to say ‘lobster’ and ‘crustacean’.

UW: The World – Building Sand Castles and Making Sand Sensory bottles.



Rainbow room had shown interest in sandcastles throughout the beginning of the week, thanks to the lovely weather, together we decided that building our own sandcastles was the perfect activity to enjoy some summer weather and cool off in the shade. A practitioner put out a big tuff spot and asked the children to sit in a circle; a practitioner put the sand in and added big buckets and small pots. The practitioner challenged the children to not touch any of the resources until they were all sat down, and the children [showed an ability to inhibit their own actions](#) as they kept their hands carefully placed on their knee.

As the activity progressed, the children were making sand castles while some such as Anu, decided that they would feed ‘the sea lions’ different foods such as pancake and cupcakes with the sand, [showing that](#)

[they are beginning to represent their own experiences within play](#). Felix said he was making a seahorse with the sand, and Anu used his mouth to create a clicking sound like horses hooves, which led to a great question ‘what do sea horses sound like?’ Vida and Delia said ‘quiet’ whilst Felix said ‘maybe bit noisy’. A practitioner asked the children to feel the texture of the sand and tell her whether is wet or dry? All the children answered “wet” showing [they can accurately describe texture](#) as the practitioner encouraged them to think about what might happen if the sand were dry.

The children created their own sand and tactile material sensory bottles, following our summer beach theme. The practitioner asked the children what they might find in the sand on the beach and Vida said “treasure” whilst Gene said “shells”. The [children chose other tactile items to put](#) in to their bottle such as glow in the dark stones, shells and pasta spirals. Thomas brought new tools to the table, bringing a wooden spoon, to help him scoop the sand in to the bottles, [showing that he is beginning to be able to choose his own resources](#). Leonardo took particular interest in the activity and stayed focused throughout, using his hands to pick up the sand and fill the bottle. Leonardo lifted the bottle up exploring how it changed as he moved the bottle round and round he said “I see”. Vida enjoyed filling the bottles



with lots of sensory items and counted “1,2,3,4,5” as she dropped them in. Delia and Gene took turns to fill the bottles using the lids, showing [good sharing and demonstrating friendly behaviour](#).

Bonus classes



French session

Debbie began the session by singing the 'Hello' song along with some Makaton signs, such as 'thank you' and thumbs up for showing 'I am fine'. The children [followed her instructions](#) and were able to do the signs while joining in with the 'Hello' song. Next, the children had the opportunity to practice how to introduce themselves in French. Delia, Felix, Vida and Blaise confidently repeated after Debbie: 'Je m'appelle...' (My name is...),

demonstrating that they are beginning to [learn new words which they able to use](#).



Debbie's teddy bear (nunos), decided that he would like to dress up as a superhero again this week. The children were fascinated and danced along to recap of the superhero song from the previous sessions. The children practiced how to say boots, gloves, t-shirt, trousers, and mask in French. After repeating the words a couple of times, they did the 'Freezing' song and when the music stopped the children had to stop as well, then Debbie said in French 'boots' and the children pretended that they put their boots on. Safeeya, Juno, Felix, and Helena remembered the French meaning of the words and followed up the actions. This week, the children learned about some of the body parts, such as 'la tête' (head), 'épaules' (shoulders), 'les genoux' (knees), 'orteils' (toes). Next, they sang the 'Head, shoulders, knees' song in French with the actions. Thomas enjoyed the dancing parts and he joined in with showing off his movements. Well done Rainbow room! You all paid attention to Debbie and engaged during the session!

Heuristic play

The children took part in a group heuristic play session, they explored all the areas using their senses. During the session, the children [showed confidence in approaching an adult and asked questions](#), for example, Blaise approached the practitioner and asked “What’s that?” while holding a feather in his hand, the practitioner said: “It’s a feather”. Delia says “It’s a spider” as she holds up another feather and attempts to tickle the practitioner, [demonstrating friendly behaviour](#). Blaise, Safeeya and Vida then began to build a structure together. They negotiated who goes next, took turns and [initiated conversations while forming good relationships](#). Safeeya and Vida began a role play together using the structure they built, Safeeya encouraged her peers to play saying “Vida you be my sister”. Showing that they [can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children and initiates play, offering cues to peers to join them](#). Juno showed problem solving skills as she carried around her shopping bags, the bag breaks and she says “oh, need tape”. Karaeah was observed [emptying and filling containers](#), she filled it with buttons and as she tipped it out she said “Like rain”, [testing her ideas](#). After, Felix and Karaeah worked together to transport lids from one table to another, while Ameenah, on another area, filled up a tin with pegs, shaking it up and down exploring the noise that can be made by moving it around. Gene explored all the table, flitting between them, eventually settling as he

found a range of cardboard tubes. He held the tubes up to his eyes and said "I see you", [making links and noticing patterns in his experience](#).

Tiny Mites

The children took part in Tiny Mites on the play roof. We sang the opening song and the children introduced themselves by saying their names. The next few songs that Janine introduced were new songs related to summer and holidays. One of the songs was called 'Train': which was about a train that takes them to the sea side. Before starting to play and sing the song, Janine asked the children to say a few objects that we need to take to the beach: sandals, sun cream, hats, etc., [representing their experiences](#). Next everyone stood up pretended to pack up all the necessary things and put summer their outfit on. After they went around pretending to be on a train. The children all enjoyed going around in a line and to make a train sound. They waved as they passed the practitioners. In the next song 'The seaside' the children did many different actions: stretching arms, lying down and jumping up, [moving around in a range of ways](#). Janine then introduced different sea animals, little finger puppets that the children had to count backwards as they swam away one by one.

Outdoor Yoga/Mindfulness

The practitioner began the session by linking back to a video we had watched earlier and asking the children what kind of animals live in the sea. Anu, Vida, Felix and Juno showed that they were [beginning to recall information and events more closely](#) as they listed a series of animals including "sea lions", "sea horse", "whales" and "sharks". The practitioner then began the session with some [mindfulness](#), asking the children to lie down together like a



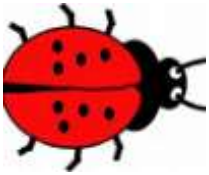
sea lion and [listen for their next instruction](#). Karaeah stood up immediately following the practitioners instruction and followed her to stretch up and down like the waves in the sea. The children [giggled at this instruction and all followed](#), waving their arms like the waves in the sea. Gene, Ameenah and Anu showed they could squat and get up to their feet without using their hands, whilst Vida attempted to take the lead and demonstrate her idea of a "starfish pose". Blaise and Karaeah showed they could [demonstrate friendly behaviour](#) as they helped their peers to stand on one foot by gently holding their arm in place. The children finished the session



by pretending to "swim" with the practitioner, laying on their front and moving their legs and arms at the same time. The children particularly enjoyed this session and the time out to sit back and think without distractions.

Sunshine Room

A warm welcome to Soul, Max, Rohan, Maliya, Lyra & Flynn



Mini Bugs

The babies enjoyed exploring the garden so much, we found some ants and spiders, and they were quite curious about them therefore we carried out a week on mini bugs to further their knowledge on the different types of bugs and insects there are. We also noticed some beautiful butterflies, lady birds and bumble bees outside and they have been watching them closely and looking out for them more often.

Physical Development: moving and handling – Painting lady bugs

To support our children to [make links and notice patterns in their experiences](#) we painted paper plates to create lady bugs. We used images of ladybugs from a book we have in sunshine room, to support and encourage our children to notice the similarities between the pictures and the activity, helping them to make this connection. Kei, Maliya and Luna joined in this activity, and gazed at the picture of the lady bug as the practitioner used single key words such as: “ladybug”, “red” and “spotty” to encourage these children to [imitate these words](#). As though representing the spots on the ladybug, Luna dabbed the brush on to the paper plate, she repeated after the practitioner as they counted them together. “1,2,3,4” says Luna. Maliya used her right hand to make marks on the paper plate, observing what her peers were doing she joined in. She made [circular movements](#) and covered the paper plate with paint. The children [showed high levels of fascination](#) as they gazed at the paint, stroking the paint onto their hands with a paintbrush and rubbing the paint into their hands as though feeling the texture. Kei enjoyed painting and done this independently, while painting, he placed his brush down and clapped for himself as though [satisfied in achieving what he set out to do](#).



Understanding the World - Insect Hunt

In the afternoon, the babies participated in an insect hunt in the garden to support the children to be able to [follow instructions and body language including pointing and gestures](#). Ziggy, Dylan and Lowen walked around the garden with the leading practitioner, pointing to the various insects and animals that they can find in and around the garden, Lowen says: “ooh” as he points to a spider in a plant pot, [showing his interests](#). Ziggy showed knowledge on what magnifying glasses are used for and looked through the plastic glass, holding it over the plant bed where there are insects.



Sensory soup- Another activity we also carried out on outdoor play was making sensory soup with natural resources from our garden; the babies **were showing curiosity about objects in our environment and using their senses to explore the world around them**. Soul, Dylan and Ziggy showed most interest as they combined the leaves, twigs, mud and water together and we used a stick to mix it up.



Summer - Welcoming the season of summer, Sunshine Room celebrated the sunshine with plenty of activities to stay cool and get creative. Supporting the children's needs and stimulating their interests, we created mini suns using paint and chopped fruits to blend and freeze to become fruit lollies. The children were also provided with activities to promote cultural capital; splashing around in a paddling pool and sitting in a sand tuff spot to represent the sensory feel and touch of the beach.

Mathematics: Shape, Size, and Measure – Water Play

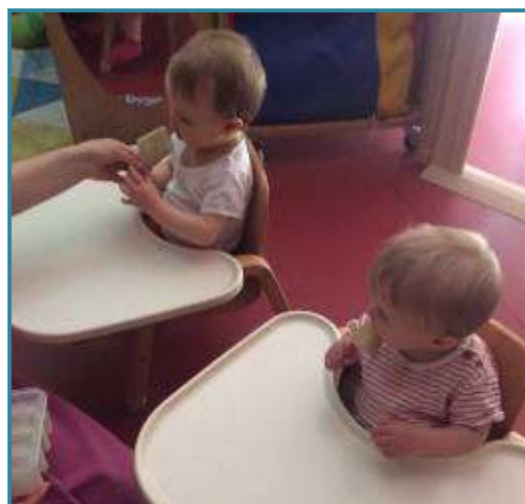
To support the children to enjoy filling and emptying containers,

which is an interest that had been observed in the previous week, the children engaged in a water play activity. Initially the children didn't take to the idea of filling and emptying containers, instead, Cleo put a sea life animal that she had in her hand and put it inside the water tray. She began to hold the sea life animal and tap it in the water making splashes. So, the practitioner brought the box of sea life animals to the water tray and placed some more sea life animals inside. Maliya **observed her peer**, as she **played alongside her**, also picking up some of the sea life animals and tapping them in the water, smiling and gazing at her peer.



Communication and Language: Understanding – Making fruit ice lollies

To support the children's **understanding of simple sentences** and to build on their ability **to follow instructions using pointing with eye gaze to make requests**, the children participated in an ice lolly making activity to enjoy in the hot weather. We encourage healthy eating therefore we made banana ice lollies. They started off by chopping and tasting bananas, then mixing it with oats milk and freezing them in moulds and placing lollipop stick, to form the ice lollies as they freeze.



The leading practitioner supported the children to cut the banana by demonstrating and holding their hands as they held the plastic knives, guiding their hand in a chopping motion. Max picked up a piece of banana with one hand and lifted it to his mouth, taking a small bite. The practitioner placed a small plastic mixing bowl in front of Cleo and encouraged her to mix and mash the banana. She **observed the practitioner's actions** as she demonstrated, mixing, and mashing the banana using a wooden spoon. Cleo showed that she wanted a turn as she **used pointing and eye**



gaze, reaching for the wooden spoon. Later on in the day, Max and Cleo tasted the lollies after they were popped out of the moulds. They both **showed willingness to try this new texture** and raised the lollies to their mouth placing onto their lips and licking them.

Understanding the world: The World – Paddling Pool Fun!

Due to the very warm weather, we grabbed the paddling pool and filled it with luke-warm water and water play toys including boats, star

fish and ducks. Soul and Lowen showed the most interest in the paddling pool, sitting inside with swim nappies and their clothes on, **thinking of new and different ways** to enjoy the water. Soul used different approaches to explore, tapping and shaking the water, making lots of splashes. Lowen sat and played alongside Soul, **observing what he was doing** and giggling as he was splashed by his movements.

The water play continued throughout the week to include all the children as the weather has been nice and hot.



Summer

We continued with our summer theme for a second week as the few babies that were in really enjoyed it and there were a few babies that missed out. We continued with water play throughout the day and the babies enjoyed splashing in the paddling pool during outdoor play. They took part in outdoor related activities such as, making bumble bees and exploring our garden environment.

Mud painting – PD/moving and handling



As the babies enjoy exploring the natural garden, we planned a different experiment for them; painting with mud/soil. The practitioner showed the children an example of mud painting first as it was set up ready on the floor area outside. We had a helper from star room for the day who was Rafal. He said, “Wet the paint brush then dip it in the soil”. “Yeahhh” responds Cleo nodding her head in understanding. Cleo eagerly collected her paint brush and began to paint, Maliya sat with the practitioner and also painted stroking the brush gently and then she chose to use her hand instead of the brush to transfer the mud. Max held the brush and dabbed the brush up and down onto the paper. Some lost interest after a few minutes and needed encouragement to join back in, this supported the babies in **making connections between their movements and the marks they made**.



Physical Development – Making Ice Lollies

Linking with our summer theme the children and practitioners worked together to make orange ice lollies by using chopping boards

The practitioner showed the children an example of an ice lolly and showed them the cut-up orange slices, water, and the ice lollies containers. They were each given a chopping board and a child friendly knife to cut the orange into smaller pieces. Dylan observed the practitioner then began to use the knife to squash



the orange piece. Ziggy imitated the practitioners' actions and began to cut his orange slice. Maliya picked up the orange slice and tasted it; she raised her eyebrows as the orange was a little bitter. Once the oranges had been chopped up, they were put onto the ice lolly moulds. Ziggy showed control as he held the water jug and poured the water into the moulds, the practitioner helped him by holding the moulds still. Lowen took interest towards the end of activity and used a knife to push the oranges

to the bottom of the ice lolly mould.

EAD – Exploring and using media and materials

To link with our summer theme and as a strategy to keep the babies cool in the very warm weather, we provided the babies with a tuff spot with water and sea life animals inside.

Cleo went straight inside and squat down to play, she splashed and picked up a sea creature gazing at it closely then mouthing it. Dylan and Ziggy went in carefully stepping inside then going down on their knees, they splashed the water and pick up the sea life mouthing it. Soul and Max were crawling around but did not show much interest in the water, Max did pick up an octopus and was chewing it for some time.



Bonus classes

Tiny Mites

We had two sessions of Tiny Mites this month, one outdoors and one indoors. The children danced and observed the other children as they danced to the music and observed Janine as she sang the various ones, using finger puppets on the playroof.

Luna, Max and Maliya really enjoyed dancing under the bubbles as they were blown, jumping up to pop the bubbles.

Baby room children took part in the music session with rainbow room children. Lyra was extremely interested as she confidently walked into the room amongst all rainbow room children, and she walked up and around Janine throughout the session.

We had baby Pheobe join the first time and she was amazed and just observing at all whilst sat on her key person's lap. Dylan and Ziggy approached the session a little anxious but with encouragement, they soon joined in. Ziggy imitated the "touch toes" during the 'Grand old duke of York' song and then he clapped. Kei was full of energy as he was moving his body to the music all around the room and attempting to imitate Janine. He was babbling and giggling throughout.



Parent Notices

- ✓ Breakfast Starts from 8.05 until 8.50am. If you wish for your child to have breakfast, please arrive before 8.45am. Please do not request for breakfast after 8.50 am as it gets packed away and all staff go into ratio with the children.
- ✓ Children should arrive by 9.30am 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 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 every one of events and updates. If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com
- ✓ **Tapestry:** If you need support accessing Tapestry please contact Sabina on office@rooftop-nursery.com
- ✓ **Covid-19 updates**
 - We are temporarily suspending home-made cakes and treats because of infection rates. For parties, we will accept shop brought packaged cakes.



Graduation Party

Monday 12th July (2pm to 2.30pm ceremony)

Parent's Afternoon & 27th Month Review

Fri 16th July

(9am to 11am, 2pm to 2.30pm & 5.30pm)

Eid Holiday

Around 20th July (To be confirmed)

Annual Trip with parents- Trip cancelled due to covid

Friday 23rd July

Nursery remains open

Summer Holiday

Last day Wed 11th August - Nursery closes at 4pm

– Re-open Wed 1st Sept

Mon 30th August – Bank Holiday

Tues 31st August - Inset day

Comments/ Suggestions

Please feel free to email us any suggestions/comments you may have.