

Happy Birthday!  
Willow,  
Gene and  
Delia



Roof top  
nursery

# Roof Top Nursery

## Welcoming new staff at Roof Top Nursery

Inaaya and Laiqa our Level 3 Nursery Nurse apprentices, Mohammed our apprentice administrator who will work between both sites and Demi our Nursery nurse assistant. They are all settling in very well and are looking forward to forming positive relationships with all our lovely parents, staff and children

We had an enjoyable packed month with many parties and celebrations. We celebrated World Book Day, Red nose day and Female Carers Day. As always, we didn't leave the celebrations to just one day, we extended all the events throughout the week which gave all the children the opportunity to celebrate and to join in with the fun.

### WORLD BOOK DAY

World Book Day took place on Thursday 3rd March 2022, the children and staff brought their favourite book characters to life by dressing up and celebrating that reading is fun. We engaged in storytelling themes throughout the week and held a dressing up party for all the staff and children. We would like to thank all the parents for bringing their children in amazing costumes in support of the day.



## Red Nose Day

Thank you for all your kind donations for Red nose day, we are proud to say we have managed to raise £200 between both sites. The children and practitioners showed their support by engaging in outdoor sports activities such as obstacle courses and sack races! We also had our very own disco. The Red nose day activities were a fun and engaging way of getting the children moving around and supporting their physical development.

We have donated the money and will shortly be receiving a certificate to confirm our donation which will be shown in next month's newsletter.



## Female Carers Day Event

It was amazing to open our doors on Friday 25<sup>th</sup> March 2022 after two years of not being able to hold our annual Female carers day event. Thank you to all parents and carers who attended and made the day special. We hope you all enjoyed meeting the other parents, meeting the staff, the amazing food and presents. As part of this special day there were plenty of activities such as decorating jewellery boxes, planting, vegetable printing, sandwich making and many more. Some parents also enjoyed being pampered and having their nails done and getting a back massage. Also, a big thank you to our cooks who made amazing food for all the parents and staff and thank you to all parents who filled out our feedback sheets on the day and gave amazing feedback We hope all the parents who attended on the day liked the gift they each received from our amazing manager Hafiza.

### **Here are a few parent comments from the event:**

An amazing experience of meeting all the staff and parents at the same time, playing with my little one and enjoying the amazing food – **Claudia Oliveira**

I think it's a great idea getting the mums together – **Charlotte**

It was lovely, thank you for all the effort – **Elif Allan**

thank  
you!





## Parent Notices

- ✓ **No mobile phone/camera policy:** Please put your phones away once you enter the nursery premises.
- ✓ **Please provide a labelled bag** with an adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.) Please feel free to label your child's clothing.
- ✓ **Please return nursery spare clothes.** Parents are welcome to donate clothes to the nursery such as socks, and hats.
- ✓ **If your child is going to be absent or late arrive after 9.30 am** Please call the office between **9.00 am to 9.30 am** to inform us of any absences or late arrivals.
- ✓ **Breakfast is from 8.05 until 8.50 am.** If you wish for your child to have breakfast, please arrive before 8.45 am.
- ✓ **Please store buggies in an orderly fashion,** do not obstruct the pathways. Please support us by **folding your buggies.**
- ✓ **Pick up times;** pick up time is from 3.30pm to 5.45 pm Can parents please ensure you are here to pick your child up: latest by 5.45 pm, as we have too many parents coming in together which delays feedback and closing the nursery on time.
- ✓ Please ensure you dress your children in clothes you do not mind **getting stained or dirty** as we have lots of fun and messy activities happening throughout the day.
- ✓ **Parents are advised for health and safety reasons to NOT bring in nuts (or anything containing nuts) into the nursery setting or around the premises. Some of our children have severe nut allergies and therefore cannot be anywhere near nuts.**
- ✓ **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name.**
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates. If you have not been receiving any emails, then please get in touch. Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)
- ✓ **Tapestry:** If you need support accessing Tapestry please contact Antoinette  
Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

### Henry: Healthy Start, Brighter Future

If you're a parent or carer of young children, Henry can offer free support provided by a friendly and trained HENRY practitioner either online or by telephone.

Opportunities include:

- Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start
- Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls
- Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.

To find out more or to take part please fill in the online form or alternatively, ring on 01865 302973  
<https://henry.org.uk/freesupport>

March is another exciting and busy month. We look forward to welcoming spring, world book week, celebrating our female carers week and St Patrick's Day, raising money for red nose day and honouring Holi. So, let's see what our natural explores have been up to in Star room!

## World Book Week

Celebrating World book day can make a huge difference to your children and their enjoyment of reading. It has the power to make reading accessible and exciting. Every nursery and parent do it differently, but what's important is that we encourage every single child to find a book they love and encourage them to enjoy reading.

### Expressive Art and Design - Creating with materials

In line with World Book Day Star room children have been focusing on the Goldilocks and The Three Bears. The children had the opportunity to make playdough to create their own version of a bear. The children got all the resources ready and were given their individual bowls and spoons which enabled them [to have a discussion, beginning to use the vocabulary involved in adding and subtracting](#). One by one the children added the ingredients and stirred the dough with the wooden spoon, they used their hands to squeeze the dough together. Vida, Karaeah, and Danessa-Mai were engrossed in kneading their dough using their hands which Aharon then copied. Once their dough came together, they attempted to make a bear face. With the help of the practitioner, we put together a circular shape, added pieces for the ears then poked the eyes and nose in. Throughout the activity, [the children-maintained focus and showed involvement by sharing their ideas](#).



Carrying on from our activity the children then decorated their play dough using a variety of different resources such as sequins, goggle eyes, and glitter. The children placed a soft toy teddy bear in the centre of the table shared a piece of dough amongst each other and started rolling it in their hands, some rolling on the table making long parts and round parts which enabled them [to develop their fine motor skills](#). Juno, Danessa-Mai, Aharon and Blaise were able to maintain their bear image as they allowed others to add to the main body. They added the eyes, noses, and a mouth. Anaya added the arms and legs, Anayah also kept giving the soft teddy bear a cuddle. Everyone was praised for their effort, teamwork, and product.



Pancake Day

To celebrate Pancake Day the children took part in making their own pancakes, decorating and eating them at snack time. This gave Star room children the opportunity to create strong bonds with each other and socialise. As the children sat at the table ready to make pancake batter, some children shared their experiences from home, Vida said "guess what I had for breakfast? pancakes with lemon". **The children were able to communicate and describe and notice the texture of the dough, each child had a turn mixing the dough with the wooden spoon** Some other children also went on to say what they had with their pancakes. We started off with the equipment and ingredients, the children were asked to name each item, which they did correctly. Rafal said "I love butter," All children were aware that sugar was not being used so Rafal also added, "I'm not allowed sugar".



This activity gave children the **chance to eat a healthy range of food and understand the need for variety in food**. Following on from Rafal's comment, another child said, "it's bad for your teeth" and Aharon said, "yeah, I got a hole in my tooth". The practitioner asked who would like to crack the eggs which they all were keen to do. Blaise, Juno, Felix, Alba, and Rafal cracked the egg, and they all took turns giving it a whisk. Throughout the activity, **the adult prompted independent skills by allowing the children to pass their own plates, and take their own toppings**.

### Independence and Toilet Training

Toilet training allows your child to develop a huge sense of independence as they are in control of going to the toilet themselves. Being independent gives your child a sense of importance and belonging which is **essential for building social relationships and for contributing to the world**. It develops their levels of self-awareness and sensitivity towards others which teaches them to help those around them.



Therefore, the children had the opportunity to participate in activities relating to toileting training and developing their independence skills. Starting off, the children focused on toilet training by reading a story book and it was called 'Teddy needs the potty'. The majority of the children-maintained **focus throughout the whole story and showed interest and involvement by asking open-ended questions**. We took this opportunity to see how those still in nappies feel about using the toilet soon. Helena and Anayah smiled and said "No". We then moved on to carrying out a drawing exercise asking the children if they would like to decorate their own toilet and asked, "what would

you like your toilet to look like?" This enabled the children to begin creative thinking and communicating with each other by sharing ideas. The children got the papers and colouring pencils ready and started drawing their own toilets. The children were given a picture of a toilet, De'Andre was able to replicate the drawing on his own

## Red nose week

Red nose day develops children's positive sense of themselves by making them realise that they are helping others by fundraising. It encouraged all of the children to join in with the fun on Red nose day to nurture their confidence, self-assurance and willingness to 'have a go'. As well as make the most of opportunities for group activities and encourage children to share, take turns and work together.

### Physical Development – Obstacle course

To participate in Red nose day we focused on physical activities as well as creative activities. The children took part in an obstacle course which enabled them **to face challenges and enjoy achieving their challenges**. They were instructed and demonstrated how to do the obstacle course. The children understood right away and started cheering saying 'let's do it. The children started off by doing the jumping race they got into the sacks and waited patiently for their peers. Once they were ready the adult shouted 3, 2, 1 and the children started jumping towards the finish line. The children were very excited, and all showed amusement once they made it to the finish line. After the jumping race, the children then moved on to the obstacle course. They all lined up behind one another and were able to go through the tunnel, up the climbing frame, jump the stepping stones and hoola hoops. The aim of the obstacle course was to finish it the quickest.



Following on from that, they then moved on to the egg and spoon race. The children sat down on the decking and shared the rules of the game with one another. Arfa said, "You need to put the egg on the spoon and make sure it does not drop". The rest of the children agreed and waited with excitement. To start off the game, the children began it in groups of 3. **All of the children were paying full attention and were being very competitive**. The children were being very careful with their balancing. The children were cheering each other on when each child had their turn encouraging each other. **They were using their hand and eye coordination to keep the egg balanced on the spoon**. They were all showing good sportsmanship towards each other.





## Female Carers Week

### Expressive Art and Design - Creating with materials – Salt-dough



This week we have been focusing on Female carers day participating in a variety of different activities which enabled the children to share their love.

Star room Children made their own individual salt dough, the children used their own bowls to stir the flour, salt, yellow paint, water, and glitter into a play-dough mixture. The children poured in water to form the playdough however some children put too much water and it became runny. They then gradually stirred flour into the mixture to form an even consistency, using their hands to roll, pull and stretch the playdough. The children then choose between hand printing or using a cutter to cut out a shape of their choice. While doing the activity the children talked about consistency, measurement, numbers, and different methods to stretch and roll out their play doughs

All the children had the choice of which colours they would like to make. The children were all able to **explore colours and how colours can be changed**. Vida was able to pour the green powder whilst Arfa helped to pour the flour. All Star room children mixed the ingredients when adding water. Alba then said, "Mine is really sticky". Karaeah said, "Mine too". Following off from that once the children were done, they made their handprints. The children were able to **manipulate materials to achieve a planned effect**. They were also able to achieve and **Experiment to create different textures**.



### Physical Development - Moving and Handling Female Carers Day card

Star room children made their very own Female days carers card of their choice for their mum, Nans, Grand mums, and other special females in their life. The children choose a card of their choice and sat down using different mark-making resources such as pipe cleaners, cupcake cases, and other materials. **Explore colours and how colours can be changed**. The children sat down and talked about who they are making the card for and how they are special to them. Arfa said she made a card for her mum because "she loves her mummy, and she is the best". Rafal said he made a card for his mum and grandma as they are his favourite. Juno said she made the card for her Grandad as he is her favourite person "in the whole world". Alba said she made a card for her mummy and Luca.

## Bonus Classes

### Football session

Star room children love taking part in Football sessions; they followed directions given to prepare for their session. Star room started off with a quick warm-up which consisted of running around the play roof and doing 2 laps of running to warm themselves up. The children then moved on to walking fast and freezing when the coach shouted freeze and then they jogged instead of walking and froze when they were asked to, lastly, they started hopping around and Rafal said: "I can't hop". This encouraged the children to follow directions (if not intently focused on their own choice of activity).



Once they had finished warming up the children requested to play the traffic light game. The coach Jeyo shouted out green, red, and orange, the children were familiar with the instructions for the game, red means freeze, orange means get ready, and green means go. After a little break, the football coach gave instructions to support the children's balancing skills and hand and eye coordination by giving instructions such as to hold the ball, put the ball on their head, put the ball on the shoulder, put the ball on their knees, and put the ball on the cones. The children were given some free time to practice kicking the ball around. Coach Jeyo supported this by placing two lines of coloured cones whereby he asked the children to move in various ways to get to the other side, showing that they could experiment with different ways of moving.

### Tiny mites

The children started off their Tiny mites session by singing the tiny mite's song and doing the hand actions. Towards the end of the song the teacher took out tiny mites' dolls and asked the children one by one for their names, the children were able to say their names. The teacher then asked the children how the weather is, and they all shouted out "sunny." They then moved on to singing a song all about the weather but before they started singing the song, they were instructed to pretend to put their helmets on, wellies on and raincoats on once they were done that the children pretended to ride a bicycle. The children then pretended to go into the woods and the teacher asked the children "what kind of animals do you think we will see in the woods?" Karaeah shouted out "Gruffalo," Rafal said "fox" Juno said "Bear". This encouraged the children to develop on their imagination skills. The teacher then took out a squirrel and asked the children to show their squirrel tail, teeth, claws and climb. They then sang a song about squirrels and did different actions. The teacher then handed out materials to the children and pretended it was a windy day so asked the children to wave them around while singing a song relating to a windy day. At the end of the session, the children popped some bubbles. Throughout the session, the children-maintained focus and showed involvement and interest.



## Rainbow Room

### World Book Week

World book day is a great opportunity to get children to make books come to life and enjoy reading different types of books. As National World Book Day was held on 3<sup>rd</sup> March we planned amazing activities around books for the week and celebrated with a lovely party with all the staff and children

#### Expressive Art and Design - Bookmark making



Leading up to World book day on the 3<sup>rd</sup> of March the practitioner prepared an activity for Rainbow room children to make and design their own bookmarks. The practitioner gathered materials such as bookmark templates, PVA glue, sequins, and coloured paper. Willow, Luna, Dylan, and Delia participated in the activity they patiently waited as the practitioner handed each child their resources. Willow took the PVA glue and spread the glue onto her bookmark, she communicated to the practitioner and said, 'can I have some diamonds please?'. [This activity encourages the children to communicate effectively with their peers and share their ideas and thoughts.](#) Luna picked up a handful of sequins from the pot and spread them over her bookmark.

#### Physical Development: Moving and Handling Cat in the hat treasure hunt

Following on from our World book day week activities the practitioner prepared the cat in the hat activity by hiding pictures around the garden. The practitioner explained what to find around the garden. Delia said, "I am going to find a picture," as she ran around the garden. The adult gave clues to the children encouraging them to look under the slide, inside the playhouse, near the plant bed, and under the bench. Deila looked around the slide, she kneeled down and said 'there it is' grabbing the picture from under the slide. Gene said 'look I found one' holding the picture up at the adult. Luna shouted with excitement ' I want to find one please' as she ran into the playhouse. Whilst looking around the garden Gene, Thomas and Delia noticed the leaves in the branch, Gene said 'there is the flower' pointing to the flower. Zayn explored the garden by walking around, he climbed up the slide and went down.



#### Pancake Day



Pancake day was Tuesday 1<sup>st</sup> March. The children were given the opportunity to make their own pancake batter and then decorate their own pancakes to eat during snack time together

All Rainbow room children gathered together at one table to make the pancake batter for Pancake Day, the children showed excitement by running up to the table, followed instructions by rolling up their sleeves and sitting at the table ready for the activity. The practitioner showed and named all the ingredients needed such as flour, egg and water, wooden spoon, and bowls. **The children were able to communicate, describe and notice the texture whilst kneading the ingredients together, each child had a turn mixing the batter with the wooden spoon.** The practitioner supported the children to pour the ingredients into the bowl. Willow laughed and said 'that's thick' pointing to the sticky batter. Deila said 'my turn Seema' reaching both hands out to reach the bowl. Once the children had their turn mixing and adding in the correct ingredients, the adult covered the mixture to put aside to make the pancakes for snack time.



In the afternoon, the children decorated their own pancakes with a choice of fruits such as avocados, bananas and strawberries were provided. **The practitioner prompted independent skills by allowing the children to pass their own plates, take their own toppings.** The practitioner then demonstrated how to roll up the pancake using two hands. Some choosing to leave the fruit inside or on the side. Delia shouted 'it's pancake day' waving both hands. She imitated the adult and started rolling the pancake with both hands. All children showed concentration by adding their toppings to their pancakes.

## Red nose week

**We are celebrating red nose day to raise money for charity and to educate the children on this topic. We carried out activities such as red play dough balls and painting red nose balls. By the end of the week, the children will have a better understanding on the red nose day theme.**

### Expressive Art and Design - Red play dough ball

Rainbow room children took part in an activity creating small red noses, the aim was to begin preparing for red nose day with the children. The practitioner laid out the ingredients such as red power paint, oil, flour, water, individual bowls, and wooden spoons for the children. All the children took turns mixing and adding the ingredients. The adult demonstrated how to roll the dough into a ball. **The children used their fine motor skills to squeeze, roll and poke to the dough.** The children were focused whilst mixing the ingredients together. This activity supported **the children with their fine motor skills and creativity.** The children used their language to communicate with their peers. The children **about what they are doing.** Delia said 'this is red play dough' holding a small ball of dough with her right hand. Luna used both hands to squeeze the dough. **The children showed increasing control in holding, using, and manipulating a range of tools and objects**

## Physical Development: - Sports activities in support of Red nose day



In support of Red nose day, Rainbow room children took part in various activities on the decking area and play roof enjoyed playing on the play roof such as bean bags, hula hoops, bats and balls, footballs and the goal post, knock the tins, on the roof we had sack race and obstacle course. The morning started with the free flow on the decking area where the children had the opportunity to play with the ball and bats, Ada picked up a red ball and bat and said, 'I am going to hit the ball with the bat'. Ziggy picked up a yellow bat with one hand and was running up and down the decking with it.

Delia, Gene, Luna, and Thomas enjoyed taking part in a racing game and ran up and down the decking racing each other. Later in the day the children enjoyed the lovely set up on the play roof by staff and took part in obstacle races and sack races. Peggy picked up the blue sack, the practitioner helped her into the sack, she used both hands to pull the sack up. Thomas, Luna and Gene enjoyed taking part in the obstacle course they went under, and this was an enjoyable physical activity for the children **to choose to move in a range of ways, moving freely and with confidence making changes to body shape, position, and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.** we will continue to set up challenging activities with them in the outdoor areas.



### Interventions

## Communication and Language & Personal, Social and emotional development.

**Intervention** – To support listening and attention, turn-taking, cognitive development and communication skills.

The practitioners in Rainbow room have been doing regular intervention sessions with the children in groups of two to help support their listening and attention, turn-taking, cognitive development and supporting their language skills.

## Box of feelings

The practitioner has been carrying out Box of feelings sessions every day. Through this session, we give the children the opportunity to express their emotions and thoughts. During the sessions, the practitioner guides the children in a circle and asks the children how they feel. The adult spoke about each child's emotions she held up a large mirror from the box showing the children their faces. Gene said, 'I am angry' whilst making an angry face. Ada looked in the mirror and said, 'I am happy because my mummy is coming to pick me up'. The adult asked Peggy how she felt, and she smiled at the adult. [The children can talk about their feelings and emotions when they are happy, sad, or angry.](#)



## What's in the bag?

The practitioner took turns taking different children in groups of two to carry out an intervention session. Peggy and Ada participated in the intervention group. The practitioner did What's in the bag? Peggy smiled and pointed to the bag, she said 'it's red'. Peggy was given the opportunity to put her right hand into the bag and pulled out a wooden car. The practitioner asked, 'how many wheels are on the car?' Peggy was interacting during the session and started counting and said '1,2,3,4' Ada said 'there are four wheels there'. The practitioner then asked Peggy to share the car with Ada, she said 'no' holding the car. The adult said, 'let's take turns with our friends', to which she then shared the car with Ada. Ada smiled and said, 'thank you', he held the car with one hand pushing it back and forth on the floor. Ada put his right hand into the bag and pulled out a hat. He said, 'it's nursery hat'. The practitioner said, 'you can wear it', he used two hands to put the hat on the adult.

[understanding the use of objects](#) The practitioner asked the children 'what colour is the hat?' Peggy said 'blue' quietly. The aim of this session was to support turn taking and language development. Rainbow room staff will continue to do interventions in small and whole groups with the children to support the above development.



## Female Carers Day

This week we carried out an activity relating to Females' carers day every year we celebrate all carers and show what they mean to us.

Each week, Rainbow room have a colour of the week. We set out activities according to that colour. For example, the theme of the week in the first week was blue therefore we set out using blue spaghetti play, blue play dough with dinosaur prints and blue cereal play. All these activities are messy play activities. The benefit of messy play activities allows the children to explore their senses using different materials and resources and developing new interests.



### Expressive Art and Design - Love the sensory bag

Most of Rainbow room children enjoy exploring and playing with sensory equipment. The activity planned was to encourage the children to enjoy mark making and noticing the marks they made when feeling inside the bag. The adult prepared the activity by giving each child a zip bag, glitter, sequins, and coloured paper they had a choice of what they wanted to put in their sensory bag by allowing them to access resources from the table. The children used language to communicate and name what they saw.



### Handprint flowers

Continuing our theme of celebrating the females in our life the practitioner encouraged the children to make handprint flowers for their carers. The children used coloured paint and coloured paper and were supported to paint their hands with their chosen colours and put their hands onto the paper to make handprint flowers. Luna picked the blue paint; she used the paintbrush to paint one of her hands and made her print onto her paper, she laughed and said, 'I want to do it again'. Willow said, 'I am using the red paint'. Zayn played independently with the paints and paper. He used one hand to dip the paintbrush into the red paint then dabbed the paint brush on the paper while holding a purple paintbrush in the other hand to help the children to develop their muscle control.



## Outdoor

The weather was warm and sunny for a few days therefore we spent a lot of time on the decking and play roof. We set out water play activities, fruit threading, Lego, and teddy bear picnic. We also had a lot of physical play such as playing catch, what's the time Mr wolf and Duck Duck goose.



## Bonus Class

### French

The children took part in the French session they sat in front of Debbie and waited patiently with excitement to see what was in her bag and suitcase. The children started off the session by singing *bonjour cava bien Merck* song and doing the hand actions. [This encourages the children to warm up their arms and hands by doing actions and developing their fine motor skills.](#) Debbie took out the yellow ball from her bag and passed it around the room to each child, as she passed it around, she asked the children their names.



The theme of this session focused on *The hungry caterpillar* book in line with our World Book Day week. She took out fruit picture cards such as a strawberry, plum, ice cream, and pear. She said the words of the fruits in French and asked the children to repeat it. Debbie pretended to be a butterfly by waving her hands around, the children imitated her actions and said the word butterfly in French. Debbie handed the children coloured scarf each, the children used the scarfs to pretend to be butterflies and started dancing around the room.

On our second French session, session was about learning about the French numbers, feelings and matching food items. The children were very engaged in the French lesson the children enjoyed counting from 1 to 10 in French and all joined along with the songs in French, they also learnt how to say different feelings in French, the French teacher had different posters with emojis of how one could be feeling with the translation in French. The French teacher also laid out pictures of different foods with their names on the floor and the children had to match each food item to the French pictured poster. Overall, they were all really engaged and participated in the lesson and had a lot of fun learning French.



## Tiny mites



All the children were looking forward to our Tiny Mites session. The children were guided to sit in a line on the floor. Janine started off by singing the Tiny Mites club song, Delia smiled and rolled her hands around and open. All children listened and showed their attention while Janine sang.

The children love singing the driving song therefore Janine handed each child a coloured plate, she demonstrated to turn the wheel pretending to drive the car when the song comes up. Gene pointed to the blue plate with his right index finger and said, 'Can I have this one?'. The children used their imagination and ideas in play to pretend to drive the car. Following on from this Janine showed the children her dinosaur puppet. The children were able to identify what sound the dinosaur makes and were able to describe the texture of the dinosaur. The children were jumping up and down with excitement when they saw the dinosaur.



## Sunshine Room

### World Book Week

Leading up to World book day, we chose to focus on a book named "Mrs Honey Hat" due to the children having read this story throughout the previous week, and they showed particular interest in this story and reading

#### Expressive Art and Design: Creating with materials – Making Mr's Honey Themed Party Hats

In preparation for our World Book Day party, which was held on the 3<sup>rd</sup> March, the children participated in a creative sticking activity we measured each child's head with a slip of paper, then proceeded to give them the opportunity to decorate them using PVA glue and a variety of other resources.



They were provided with foam shapes which included flowers, butterflies, squares and circles, coloured feathers, gems, sequins, googly eyes and a range of ribbons.

The children were empowered to **make their own decisions as they selected which resources** they wanted to use as they decorated their hats. **Using their thumb and fingers to grasp small objects** such as gems, sequins, and smaller foam shapes.



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

To celebrate pancake day, the children participated in a group activity in which we made pancake batter together. We mixed the ingredients together, which consisted of flour, eggs, and water. We displayed each ingredient to the children, whilst using **their names to support the children in label and identifying each item**. The children **then took in turns** to mix the batter together, using a plastic whisk. They were individually supported as the practitioner demonstrated the motion of mixing in **circular motions**. Some of the toddlers were encouraged to do this **independently**, mixing the ingredients in a circular motion.



## Mathematics: Shapes – Creating Mrs Honey’s Hat

In line with our previous theme, the children created their own 2D version of Mrs Honey’s Hat.



In the morning, we all sat together and read the story, enabling the children to build a mental gallery of all the pictures they saw in the book. We later used the book as a reference for the children to do the activity, and to support them to understand the activity.

They used coloured cut up paper and images of different objects to

decorate and were encouraged to make their own decisions, selecting what they wanted to use to decorate with and how they wanted to place each decoration onto their paper. The children practiced using their fine motor skills to pick up the smaller objects such as the rolled-up tissue paper and the small images of items, transferring them onto their paper. They also practiced holding and using paintbrushes to spread PVA glue using a palmar grasp and using controlled motions.



## Understanding the World: Gardening and Making a Bird Feeder



Whilst on outdoor play this week, the children began to explore the outdoor nature, with encouragement from adults due to the upcoming spring season.

The children engaged in lots of outdoor gardening and outdoor activities including planting, digging mud and exploring the textures, sewing bulbs into our large plant bed, planting seeds in small pots, mud painting and making a house for a garden worm that we found!





The babies have been really involved this week and we will be continuing our garden project throughout the term! We will look forward to painting tyres and turning them into plant beds ready to grow some beautiful flowers, decorating bee and bug houses and making outdoor windchimes and suncatchers.

## Healthy eating

Leading up to Red nose day, we have been encouraging healthy lifestyles through eating, cutting, and creating different food and drinks with fruits. We have also been encouraging physical activities and exercise during outdoor play.



### **Physical Development: Moving and Handling –Chopping and Tasting Fruits**

We started the week off by washing and chopping up fruits which included strawberries, peaches and pears. The babies began this activity by washing the fruits in a bowl of warm water. We then supported the babies explore a new skill, chopping fruits using plastic knives. The babies were very willing to give the activity a go and did their best to cut the fruits after observing how the practitioner demonstrated.



They used their most dominant hand to hold the knives and cut the fruits using sawing motions. They showed they were listening by gazing and paying close attention as the practitioner showed them how to cut off the tops of the strawberries and then chop them up into small pieces. The children enjoyed tasting a few pieces of the fruits after they had chopped them (allergies to certain fruits were monitored) whilst the practitioner encouraged the children to use single words to describe how they taste and how they look. "Sweet" said a toddler as they repeated after a practitioner, then another saying: "Yummy" while rubbing their tummy.

### **Personal Development: Health and Self Care – Fruit Smoothies**

We brought out the blender and used the fruits that we chopped up in the morning to make a smoothie. The babies watched and waited patiently as one of the practitioners blended the fruits together, the babies really enjoyed trying the smoothie mixture.



They each tasted some of the smoothie, either in a beaker or in a metal cup depending on the age and development stage of the child. Considering the allergies of some children, we ensured a separate smoothie excluding one or more of the fruits was given to the allergy children as part of our allergy monitoring procedure.

### Expressive Arts and Design: Creating with materials – Painting a fruit tree

To further extend the children’s understanding of fruits and where they come from, the practitioners did their best to explain to the toddlers that some fruits come from trees. To create a visual representation of this, the children created their own fruit tree. We did this by painting a large piece of brown paper and using brown paint and paintbrushes, using stroking motions to apply the paint onto the paper. Some children showed some dominance in different hands, one being stronger than the other and showing preference by holding the paintbrush using a palmar grasp or a digital grasp. (There is a visual reference of these grasps below)



The children used a book of colours and objects and used pictures of fruits and vegetables to use as a visual reference in an attempt to support the children’s understanding of the activity.

They saw Cherries, Strawberries, Apples, Lemon and Bananas and we used these pictures to point out and name them using single words. They then used coloured tissue paper and gems to resemble different fruits and stuck these onto the paper, pressing down the paint on the paper. The practitioners continued to use single words to name and label each fruit to support the children’s speech and language skills. Some of the toddlers repeated the names of the fruits as the practitioner said them.



## Red Nose Day

This week the children participated in Red nose day-themed activities in line with the upcoming Red nose day on Friday 18<sup>th</sup> March. Some children enjoyed dressing up in sporty clothes on Wednesday, red outfits on Thursday and had a disco in the afternoon with snacks, music, and dancing.



### Personal Development: Moving and Handling - Paper Plate Red Noses

In line with our Red nose, Sports relief theme this week, the children participated in a painting activity in which they used red paint to decorate a paper plate like a red nose. The children were shown a visual picture of red noses and were often brought back to these pictures as a way of reminding them what they were painting. The toddlers repeated after the practitioner as they

pointed to their nose, saying “Nose”. Some toddlers used a palmar grasp, and some used a digital pronate grasp, to hold the paintbrush, making stroking motions to apply the paint.

### **Expressive Arts and Design: Creating with materials - Decorating Trainers**

To insert the Sports side of our Red nose celebrations, the children decorated their own trainers using paper with an outline of a trainer. They used various shards of paper to pick up using their thumb and finger and transfer onto the stencil, creating a very colourful trainer. The toddlers were very articulate and concentrated intently, paying attention to details, and picking up the small decorations intricately.

## **Female Carers Week**

Throughout this week, we have been focussing on learning about our female carers with our upcoming annual female carers day event. We have been making our female carers’ faces, foot-printing, hand printing, etc, to explore the various feminine patterns and pictures that we can make for our female carers.

### **Expressive Arts and Design: Creating with materials – Making a female face**



To support our children’s [knowledge of their various body parts and facial features](#) we encouraged the children to use paper plates to create faces using paper plates. We used googly eyes and pipe cleaners to create, eyes, hair,

and a mouth. The children all enjoyed the feeling and bending the pipe cleaners to shape hair, and mouth and [picked up the googly eyes between their thumb and finger](#), to transfer and stick onto the paper plate. The toddlers were particularly good at picking up the small googly eyes intricately and placing them onto the paper plates.



### **Understanding the World:– Butterfly handprints**

The children also engaged in a sensory explorative activity where they used yellow paint to cover their hands and then print them onto plain white paper. The toddlers enjoyed this activity as they usually enjoy painting their hands during most painting activities. Marley also enjoyed painting her hands, and rubbing her hands together, clearly enjoying [the sensory experience](#) of this activity.

The children were easy to guide and were [willing](#) to experience what it was they were trying to be shown by the practitioners as it was a new concept to them.



## Physical Development: Health and Self Care – Making Cupcakes



The purpose of the activity is so the children can take a cupcake home for their mum/female carer. The practitioner showed the children the ingredients, we had butter, flour, and banana.

The children were very cooperative and showed **willingness** and inquisitiveness to participate in combining the ingredients. They helped the practitioner to **chop the banana using a plastic knife** and a plastic chopping board, they were shown and guided on how to chop the banana up and then did this independently. Some toddlers were able to

**repeat back the name** of the ingredients, using pointing and eye gaze to label the ingredients back to the practitioner. This activity, also encouraged healthy eating in the children as they made sugarless cakes with bananas and raisins in them to promote, eating fruits as part of their daily diet.



### Bonus Class

#### Tiny Mites

This week, Janine visited us and sang some of our most loved and familiar songs. Some of the songs Janine sings this session includes the tiny mites opening song, the grand old Duke of York, a song about dinosaurs and a driving song. In this session, she also introduced us to a dinosaur puppet and allowed all the children to stroke the dinosaur individually. The babies were all so brave and had a go, stroking the dinosaur very gently. The children were more proactive, enjoying the driving song where they used plastic plates as steering wheels, tapping the centre of the plate like beeping a horn on a car.

Some of our older babies, **demonstrated listening by joining in with actions like turning the plates** like a steering wheel and **dancing to the music as it began**. The younger babies **demonstrated listening by gazing at the dominant stimuli, showing high levels of concentration**. The babies showed attentiveness as they watched Janine and the toddlers from Rainbow Room, join in with actions and dancing. The toddlers from Sunshine room enjoyed moving their bodies to the music, dancing and nodding their heads.





### **Easter Holidays**

Last Day Thursday 7<sup>th</sup> April – Re-opens - Wed 20<sup>th</sup> April  
Fri 15<sup>th</sup> - Public Holiday  
Mon 18<sup>th</sup> April – Public Holiday  
Tues 19<sup>th</sup> April – Inset Day

### **Bank Holiday**

Mon 2<sup>nd</sup> May, Thurs 2<sup>nd</sup> June & Friday 3<sup>rd</sup> June

### **Eid Holiday**

Around 3<sup>rd</sup> May (To be confirmed)

### **Eid Holiday**

Around 11<sup>th</sup> July (To be confirmed)

### **Staff Award**

**Nursery closes early at 5 pm**  
Fri 27<sup>th</sup> May (5.15pm to 7pm)

### **Open Father's / Male Carer's day**

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

### **Photo Shoot**

Wed 6<sup>th</sup> July (9 am-1.30pm)

### **Graduation Party**

Monday 12<sup>th</sup> July (2 pm to 2.30 pm ceremony)

### **Review us**

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

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

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

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