

## Sparkler Display



In the run-up to bonfire night, at Rooftop Nursery we prepared a fun-filled afternoon for the children as they gathered in the garden to watch our sparkler display. We had a wonderful sparkler display done by Hafiza, Laiqa, and Charnelle on the play roof.

The practitioner spoke to all children about how to safely take part by going over a few rules such as not standing up and sitting afar in a safe spot and the dangers of touching the sparkler. The children sat nicely and followed the given instructions whilst they watched the display.

All the children and staff enjoyed a Bonfire night sparkler display on Tuesday 7<sup>th</sup> November, as the sun went down and the sky started to get dark we lit all our sparklers that we preset up from before along our play roof fence. We also had amazing sound effects of fireworks through our new speaker system. The children all watched in wonder as they saw all the sparkles being lit and all the beautiful colours that sparkled. You can check Tapestry for further videos and pictures!

A very happy birthday to Brinelle, East, Jad, Lowen, Sandara & Zephaniah





## Pumpkin Party

In celebration of Halloween, we hosted "Pumpkin week" where the children were provided with a range of resources such as exploring pumpkins, LED candles, spiders, spider webs, broomsticks, and a variety of costumes to explore. Some of the children were able to [remember and talk about significant events in their own experience](#) as they related to Halloween parties they were going to attend.

We also had a pumpkin party to celebrate the theme of the week, the children and practitioners decorated the party table beautifully.



## This month's policy

### Online Safety procedure

At Rooftop Nursery we like to ensure that children over the age of 3 years are safe from accessing anything online without adult supervision. At the same time moving with the digital decade, we like to ensure that all children have access to an ICT area to support their learning and help them prepare for their school life, where they will be expected to do research and learn off whiteboards at school.

### Here are some of the ways we promote online safety;

- Having parent control installed on all our computers and iPads that children can access.
- We supervise children while they are using the computers in Star Room
- We have set a 5-minute time limit for every child to be able to use the computer during each session. i.e., - 5 minutes in the morning, 5 minutes in the afternoon, and 5 minutes in the evening.
- A manual log is kept of every child who has used a computer throughout the day to monitor and support children.
- The manual log is also an opportunity to identify any children who may not be using technology and for the practitioner to support these children in doing so.
- The Internet is blocked on each iPad to ensure the safety of children and practitioners except for Tapestry.
- Only educational software has been installed on the children's computers that support their learning further under the areas of learning for EYFS i.e., maths program- where the children can click on shapes and learn and move them where they belong, learn colors and numbers through the literacy games installed.
- Software currently installed; Magic desktop – this is educational software.
- The children are not allowed to use the computer to watch any videos, or cartoons without an adult. (Which may be an exception in some cases during very rainy weather)
- Staff to discuss and explain to children about online safety and that if anything pops up on the computer to always ask a grown-up to help.
- Please look at the video with children and discuss and explain online safety further.
- Staff to openly discuss online safety with parents to ensure they are considering safety while at home. (Please give parents our online safety guidelines for parents)
- Any online video that practitioners may show children to extend their learning and understanding can only be shown by the practitioner. Children are not allowed to use the internet to do independent browsing at any time.

### Online parental advise

- At home, parents are advised to limit screen time and to have parental control over each electronic device.
- Allowing a maximum of **30 minutes** total per day of educational and age-appropriate screen time (television, video, and DVD).
- Allowing no more than 15 minutes of educational computer time per day.
- Not allowing any screen time during meals and snacks.
- Having zero screen time (TV, video, and computer) for children under the age of two.

[https://www.youtube.com/watch?v=d5kW4pl\\_VQw](https://www.youtube.com/watch?v=d5kW4pl_VQw) = online safety link for children for parents to watch with child

## A reminder of the Bonus programs offered at Rooftop Nursery

Bonus programmes	For who?	Days & Times
French sessions	Star Room	Wednesday (Fortnightly) 9:15 am
Forest Play	Star Room	Thursdays (Fortnightly between spring and autumn)
Heuristic play	Rainbow & Star	Weekly
Yoga/ Tai chi	Rainbow & Star	Weekly
Tiny Mites	Rainbow & Star	Monday 9:15-10-15

## Parent Notices



### **Upcoming parent's afternoon Thursday 7<sup>TH</sup> December and Friday 8<sup>th</sup> December 2023**

We look forward to holding our virtual parents' afternoon. These meetings are really important to stay updated with the children's progress and development and meet your child's key person.

look out for the email to book your child's slot.

### **27<sup>th</sup>-month health and progress checks**

Our 27-month review will be held on **Thursday 7<sup>th</sup> December**, for those children that are due Health reviews. Thank you for taking time out for these important meetings.

Thank you for your cooperation.

### **End of year party reminder**

We would like to remind all parents of our upcoming end of year party which we be taking place on Wednesday 20<sup>th</sup> December 2023 between 3 pm – 5 pm

All children our welcome to join the party **with an accompanying adult**, there will be plenty of food, snacks, games and presents for the children.

We will also have a party food list available where parents can contribute to the party – Please see your child's key person for further information or watch out for our email.





# Sunshine Room

## Pumpkin Week

For Halloween, we focused on pumpkins as our theme, which followed on from the harvest theme as the babies were using lots of pumpkins. The babies have participated in a variety of activities such as pumpkin carving, painting paper plate pumpkins, and sensory insects in jelly play which developed their knowledge and sensorial skills. We set up an interest table in each room displaying items such as pumpkins, spiders, a witch's hat, pumpkin books, and much more which the babies explored. We had pumpkins of various colours and sizes in our home corner set up so that the babies could explore as part of their role-play.



### Pumpkin Carving – Physical Development: Moving and Handling



The babies participated in a pumpkin carving activity where the practitioner set the pumpkin in a tuff tray and brought it to the children's level. Mia and Amiyah came over and were curious about what was happening. The practitioner made the markings of the eyes and mouth on the pumpkin while also explaining to the children what feature they were drawing. Mia said, "Wow two eyes". The practitioner then cut the shapes on the pumpkin and the various different



features. When the shape was cut out Amiyah took the piece out and said "Wow", **responding to what was happening**. Then Mia had a turn, she felt the texture and was engrossed for a long period of time. Zephaniah also had a look at what was happening, he was intrigued when the

practitioner was carving the shapes. Once the pumpkin was carved, we scooped out all the pumpkin seeds. Mia had a go with the spoon and Amiyah liked to feel the texture. **This shows an interest in the sensory experience of making marks and feeling various textures**. Yousha and Ibraheem did not participate in the activity, but



they observed. Ibraheem was a bit hesitant about touching the pumpkin.

### **Paper plate Pumpkins – Expressive Art and Design: Creating with Materials**

Sunshine Room painted paper plates in orange paint representing pumpkins. We had various pumpkins placed on the table for the babies to use as a visual when painting. **This allowed the babies to make the connection, to enjoy a multi-sensory experience as they had a visual of the pumpkin while they created a pumpkin themselves.** Ibraheem, Jasper, and Rumi took part in this activity. The babies watched as the practitioner demonstrated how to add strokes of paint on their paper plates.

Jasper used a paintbrush to get paint from the tray and began adding it to his paper plate. Rumi painted her plate, then added paint to her left hand using her right hand and made handprints demonstrating that **the babies are using prior knowledge and relating it to this activity.** She laughed at what was happening. The practitioner said “We are painting orange pumpkins” and showed the carved pumpkin which the babies had done the day before. Jasper smiled and put his left index finger in the mouth of the carved pumpkin while Rumi did the same. **The babies felt the texture and explored the different elements of the pumpkins.** Ibraheem was fascinated with everything and observed his peers not really wanting to join in. The activity was essential for babies to build their interest and knowledge of what pumpkins are, what they look like and what they are used for.

### **Pumpkin Party – Understanding the World: People’s and Communities**



The babies had a pumpkin party corresponding with the theme. Some children came in dressed up. The practitioner used the pumpkins and other toys for the party on the table for decorations. The babies looked curious and were wondering what was happening and the practitioner reminded them “It’s a pumpkin party”. They sat down and waited patiently for their snacks and were intrigued by the decorations. They had toast, scrambled eggs, different types of crisps, boiled carrots, strawberries, and grapes. Rumi really enjoyed the crisps and she said “mmmm” saying she wanted more as

she pointed at the crisps. Soloman sat and curiously observed enjoying his snacks.

**They were creating sound effects and movements to express themselves.** We played dancing music and Ibraheem and Jasper began moving and bouncing. **The babies expressed their excitement through physical actions and sounds.** We then listened to pumpkin songs and danced to Frozen songs, Crazy Frog, Follow the Leader, and more in the garden as the babies danced and clapped their hands.





## Bonfire Night

The babies participated in activities relating to the theme of Bonfire Night which is celebrated on the 5<sup>th</sup> of November and is also known as Guy Fawkes Night. The babies engaged in activities such as painting a bonfire using handprints, decorating shooting stars, and creating fireworks and rockets. We also set up the room by having campfire setups in the home corner, and sparkly sensory layouts.



### Bonfire Handprint – Expressive Art and Design: Creating with Materials



One morning the babies made a handprint collage of a bonfire with paint. The practitioner set up two colours of paint, orange and red, alongside a large piece of dark blue paper. One by one, they had a chance to make their handprints on the paper. Yousha and Jasper went first, the practitioner used a paintbrush to put the paint on their hands. Yousha used the red paint, whilst Jasper used the orange paint. They both made handprints and Jasper liked to repeatedly print his hand on the paper as he **noticed and became interested in the transformative effect of his actions**. Yousha enjoyed the **sensory experience of making marks in paint**, as he made his handprints with the support of the practitioner.

Once their handprints were done, Yousha made lines on the paper using a paintbrush with red paint. The babies were **exploring and experimenting through multi-sensory exploration and expression**. Then Nell used the red paint and Ibraheem used the orange. Nell liked making the handprints, she had some support from the practitioner but knew what she was doing, she was focused and continued to do handprints independently. Ibraheem was a bit unsure at first when the practitioner was painting his hand, but he liked printing his hand on the paper once shown and he did so repeatedly, **mirroring, and improvising actions they observed**. The handprints were made into the shape of a large fire to represent bonfire night and the babies learnt key words used which were *bonfire, red, and orange*. Nell used **single words** as she repeated after the practitioner.

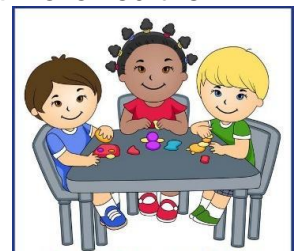






flattened it onto the table and poked it with her index finger, Nell and Amiyah watched the practitioner carefully as she did this, and they then proceeded to copy the practitioner, Nell also imitated the practitioner by saying “poke poke poke” while poking her fingers into the play dough. In this way they explored objects by linking together different approaches: shaking, hitting, looking, feeling, pulling, turning and poking.

The practitioner then demonstrated making a Diwali Diya (candle holder) as she moulded the dough into shape and got the babies involved in making one for themselves. This shows that the babies are manipulating the objects and using their hands singly and together, such as squeezing the dough and feeling the texture. Jasper didn't pay much attention to the activity and he was going back and forth from the table showing a little interest in squishing the play dough. Nell and Amiyah followed the practitioner's actions really well, they watched her roll the dough in the palm of her hands and watched her carefully flatten the dough onto the table to create a circle, she then used a tea light candle to print a mark in the centre of the playdough to mark the size of the candle. The



children were using multi-sensory exploration as they were competently imitating the practitioner when making the divas.

### Painting Diyas – Expressive Art and Design: Creating with materials

The next morning the babies were supported in painting their playdough Diyas. Rumi, Jasper, Amiyah and Yousha participated in this activity. Before the babies started painting, the practitioner handed each baby their playdough Diya and they observed the texture of it. The practitioner shared with the babies that it was a circle shape, felt hard as it was baked and how it holds a candle in the middle.



The babies imitated the actions the practitioner was doing, and confidently followed the movements, mirroring and improvising actions they had observed. Rumi and Jasper were very excited when the paint was put on the table; they dipped their paintbrushes in straight away. Jasper carefully painted the diya and made small strokes. Rumi splashed the paint around the diya and liked painting her hands. When holding the paint brushes the babies are making connections between their movement and the marks they make. Amiyah and Yousha had some support from the practitioner when painting the diyas. They dipped the paintbrushes in the paint and then carefully painted. Yousha liked to dip his fingers in the paint and make marks on the

messy mat, noticing and becoming interested in the transformative effect of their action on materials and resources.

Once the babies finished painting the diyas, we put them aside to dry and informed them we would use them later. They were used in the room as part of the Diwali set up with tealight candles inside and then get to take them home!



### Remembrance Sunday and Children In Need

The babies were introduced to this national event simply by exploring the red poppy which is a symbol of both remembrance and hope for a peaceful future. Poppies are worn as a show of support for the Armed Forces. The babies looked at images of poppies, were shown how the poppy is worn, and carried out a painting activity.

#### Painting/printing poppies - moving and handling

The practitioner prepared red paint with paper, and brushes and added some flower cutters which they used as stamps to represent the shape of the flower. We



had a poppy as a visual on the table and the practitioner showed it around to each baby, they also held it. Once their aprons were on they went straight in, painting random marks to begin with then the practitioner gave the flower cutters and demonstrated how to stamp them to create the print.

Jasper imitated dipping in the paint and then onto the paper repeatedly, making connections between his movement and the marks he made. Ibraheem also imitated the same smiling and noticing the effect of his actions. Yousha attempted to put a brush in his mouth as he explored through his senses however he was supported to make marks with his brush, and enjoying the sensory experience of making marks in paint.





## Children in Need

The babies were introduced to this cause by simply having fun getting to know the famous Pudsey bear. They watched short educational video clips, looked at pictures, used dress-up, had



headband.

To explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression they were each given a paper plate, and paint with a brush which they used to independently reach for the paint and then make marks on their plate, as they noticed and became interested in the transformative effect of their action on materials and resources. The practitioner supported them to finish painting their entire plate, then drew a face and an eye patch on another plate to show them the bear's features. Next, they had some small coloured pom poms to decorate their plate which was to represent the eye patch. They used their finger and thumb to grip them and place them with intent on their work.

teddy bear picnics, created Pudsey bears from paintings and playdough, role-played sleepovers in pyjamas using tents and cozy areas, and read books and learned new songs.

### Paper plate Pudsey Bear - EAD

The babies all gathered at the table for the activity. Jasper, Amayah, and Ibraheem sat down, and the leading practitioner started off by showing them a short video clip about children in need. They got to see a clip from CBeebies with Pudsey Bear dancing and another one was a story. To help the babies make the link with what they will be painting we left the image of the Pudsey bear open on the table and the practitioner was also wearing a Pudsey ears



## Tiny Mites

The babies were combined with Rainbow Room children for their fortnightly music session led by Christina from the Tiny Mites. This supports the babies to **show interest in singing musical rhymes and songs and imitating the movements of others**. The babies showed excitement and involvement throughout the session. They enjoyed trying to follow along to the songs and following the actions during each song, this showed they **enjoy rhymes and demonstrate listening by trying to join in with actions**. Jasper really enjoyed the session the most as he sat close by



Christina and watched her carefully trying **to pay attention to the dominant stimulus**, to what she was singing and watching the soft teddies. Nell enjoyed the 'driving' song where they had plastic plates as steering wheels and turned them around while making car noises. Amiyah and Yousha sat with the practitioner and observed what was going on, they enjoyed watching the different movements and actions. **The babies respond well to and engage with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, and emotions.**



## Rainbow Room



This month has been full of celebration as we had some amazing parties across the whole month. A big birthday shout out to Zephaniah, Sandara, and Brinelle, also this month we welcomed Lamees and Isa into our room.

Sadly, we said goodbye to our bright and active individual Roxanne who has left the nursery for a new adventure. We hope you continue to make progress and thrive in your development.

### Pumpkin week



Trick or treat? What fun we have had this week as the children got busy exploring pumpkins, scooping seeds, and carving facial features. We created an interesting table with ornaments reflecting our pumpkin week for the children to explore and investigate using their senses.

#### Being Imaginative and Expressive: Creating and Materials / Painting Pumpkin

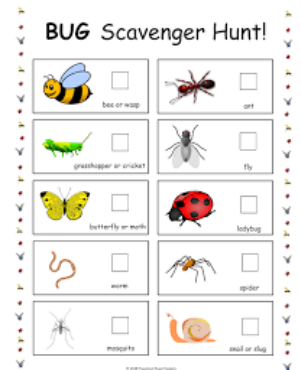
We started our week by painting a picture of a pumpkin, all the children had a lot of fun as they used mark-making tools **with their thumbs and all fingers** to create circles, lines, and zigzag marks on their paper. We used visual props such as a pumpkin to inspire the children as they were painting. Leo and Maya kept feeling the texture of the pumpkin, Maya placed the pumpkin next to her and used it as a visual reference.

As the children were fully engrossed in the session, many of them started talking about and **distinguishing between the different marks** they were making. For example, Lia pointed to her picture and said pumpkin, and Vincenzo said "My pumpkin is big" while pointing towards his picture. Roxanne and Gabriel got very excited as they started **playing with colour in a variety of ways, for example combining colours, exploring colour, and how colours can be changed** as they were mixing the orange and brown paint together. Once our painting was finished, the children all took turns putting their work in the bug dryer.



## Understanding the World: The World / Bug Hunt

During outdoor play on the roof, Rainbow Room children used their **observation skills** as they went on a hunt for hidden insects. The following children participated in this activity: Roxanne, and Vincenzo. Gabriel, Maya. Jayce, Mia, Lia, Leo, and Sandara. The practitioner hid spiders, snakes, ladybugs, and flies behind the plant pots, under a tunnel, and on top of the climbing frame. The children were asked to work in pairs and find the hidden bugs. All the children were able to **understand simple sentences** and **follow the directions** given by the practitioner. We had children developing their overall **gross motor skills** as they were bending down to look through the tunnel, standing on their toes to look over the climbing frame, and reaching their arms to reach out for the bugs behind the plant pots. Maya found the ladybird as she picked it up and brought it to the practitioner's attention. Vincenzo **observed fine details** and spoke about the colour of the ladybird. Roxanne used **language to share feelings, experiences, and thoughts**. For example, "I found the snake" said Roxanne to her peers.



## Bonfire Night



What an exciting start we had in November, our Bonfire was a huge success. It was an exciting and enjoyable week for the children. Rainbow room children gained a lot of knowledge about fireworks and the different colours, shapes and patterns they made in the sky.

## Expressive arts and design: Creating with Materials / Mathematics: Shapes and Patterns / Firework printing.

We started our week off by creating a painting collage of fireworks. We used kitchen roll tubes which the practitioner cut slits all around one end of the paper roll. Maya, Mai, Leo, Vincenzo, Lia and Sandara were all encouraged to demonstrate their **democratic skills by making decisions amongst themselves**. For example, when asked what colour paint, they would like to use, many of the children asked for red, orange and green. We then placed red, orange, and green paint on a paper plate.





All the children stamped the paper rolls into the paint and created firework patterns on their cards as they sang, **bounced and twisted whilst** they transferred the paint and the firework patterns onto their paper. Rainbow room children were fascinated with this activity as they **maintained focus** and **spent a long period** creating their fireworks. Vincenzo was very much engrossed in this activity; he demonstrated good **independent skills** as he helped himself to the resources and **enjoyed achieving what he set out to do**. For example, as he finished creating the prints, he held up his work and said, "I did it", he then placed his work on the bug dryer and helped himself to another sheet of card. Mia used her **language**



**skills to express her thoughts and ideas** while she was making the prints. "Look red," said Mia while pointing to her picture.



This activity not only helped support their **fine motor skills through hand-eye coordination** but also helped further develop and **encourage their imaginative thinking**. Furthermore, the children were able to observe the cause and effect of the prints as they started noticing colours and exploring how the colours can change when mixed. They even looked at the patterns, shapes, and sizes as they compared which prints were large and which ones were small.

### **Physical Development: Moving and Handling / Firework Dance with scarves**

Everyone loves fireworks and here in Rainbow Room, we choose to celebrate this event by exploring sounds and doing some crazy movements with our colourful scarves. We focused on supporting our children's **cooperation skills** by enabling the children to choose which sounds and moves to include and decide how to sequence and **interweave movements**. For example, the practitioner demonstrated some dance movements such as whirling the scarf around like a rocket, shooting upwards towards the sky, tiptoeing around like a fizzy sparkler, and tossing the scarves back and forth while **developing their focus and memory skills**. Gabriel said he was "going zoom into space like a rocket" as he jumped up and Roxanne said, "I am going to spin my scarf on the floor" demonstrating that the children were becoming more confident in using **language to share their thoughts and ideas** with the rest of the group.



What a fantastic time the children had as they **imitated the actions to the sounds** like bang, whoosh, sizzle, snap, crack, pop, whizz, and boom. Gabriel, Henry, Roxanne, Sandara, Zephaniah, Leo, and Maya **listened carefully** to the music and used their arms, hands, and fingers to the music and move in time with the beat.



## Sparkler Display

Rainbow room children all sat down observing the sparkle display on the play-roof and **demonstrated good behaviour expectation**. The children all listened to the sounds of different fireworks played on the background while Hafiza, Laiqa and Charnelle carried our spectacular display with the sparklers. The practitioner discussed health and safety and ensured the children were aware of how to be safe when observing the sparklers, as the children were able to **show an understanding of the need for safety when tackling new challenges and consider and manage some risks by taking independent action**.



The children were amazed by the sparklers and had so much fun watching them glitter and shine in the dark! Many of the children requested Hafiza to make various shapes such as star, circle and square with the sparklers. "I like fireworks" was heard from many of the children. Maya said she was going to see fireworks with her brother as she's **beginning to relate and talk about personal experiences and share** with her peers.

## Diwali

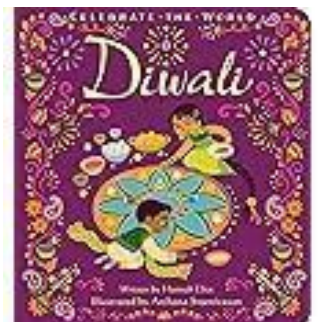


We have been exploring and learning about the festival of light called Diwali. This is originally an important Hindu festival of lights celebrating good over evil, knowledge over ignorance, joy over despair, and light over darkness. Rainbow Room children have been engaging in fun and exciting activities as they have been learning about this festival. We created an interest table with ornaments, clothes, multicultural jigsaw puzzles, and books for the children to explore and investigate freely. All the children loved **getting involved**

and showing a **can-do attitude** as they got hands-on in creating rangoli patterns, making divas, cards, lanterns, dressing up, and dancing to Diwali songs.

### Literacy Development: Reading / Diwali story

To support the children's understanding of this colourful and exciting festival we read a story about Diwali during circle time. All the children sat very well and eagerly awaited as the practitioner showed them the book to increase their understanding of different cultural celebrations. Gabriel looked at the cover of the book and said, "What that picture?", showing that he is **beginning to ask questions using why, what, who, when, and how**. The





practitioner pointed to the picture and explained that the picture is a Rangoli pattern, which Hindu people around the world created as part of their Diwali festival. Maya, Jayce, Vincenzo, Mia, Zephaniah, and Wesley all joined in and **began to use more complex sentences to link their thoughts and ideas**. For example, as we were discussing how people celebrate Diwali, Maya said “I celebrate my birthday at home”,

and Zephaniah repeated and said “Birthday”. Furthermore, as the practitioner continued reading the story, Vincenzo observed the images and said, “I can see lights, and further added “I got food at home” while **sharing familiar experiences and stories about themselves**.



### **Expressive arts and design: Creating with materials/mathematics: Patterns** **Rangoli Patterns**

Picking up from the children's interest in rangoli patterns from the story session, we created our own rangoli patterns using brightly coloured rice. The children showed interest as they helped set up the table. While looking at the patterns, Vincenzo said, “We’re making Rangoli”, Gabriel started **comparing the shapes and patterns** “Look that a triangle and star”. Leo helped the practitioner draw patterns on the paper. Mia looked closely at the pictures and said “Flower” as she is **learning new words very rapidly and can use them in communicating**. Jayce **showed increased control** in holding the glue stick and spreading the PVA glue over the patterns. The practitioner demonstrated how to sprinkle the rice onto the patterns and the children **followed simple instructions** so well, we are so proud of them!



## Remembrance Day



Remembrance Day

Rainbow Room children have continued to flourish through their weekly achievements as they engaged in a range of activities to help **develop their understanding of the world and our community**. We started off our Children in Need week by focusing our attention on Remembrance Day where the children all took turns to decorate their very own poppies and learn about the significance of the poppy. We used red and green crepe paper cut-outs to decorate their poppy templates as the children developed their **creative and imaginative skills** by making arrangements.



Rainbow Room showed so much excitement and enthusiasm towards all the fun, creative, and stimulating activities we carried out for Children in Need such as Pudsey bear collages, making headbands, and baking our delicious Pudsey-shaped biscuits. During outdoor play, we hosted our very own bear hunt and took part in a mini obstacle course. We used keywords and stories to help support the children's understanding of what children in need means. We want to thank all our parents for going all out and ensuring the children were dressed up for our disco party and pyjama day.

### Expressive arts and design: Creating with materials / Making Headbands



All the children participated in this activity and showed great commitment and **concentration skills** as they **manipulated the single-handed tools** to spread the PVA glue onto their paper. Lamees, Lia, Vincenzo, Leo, Zephaniah, and Sandara used yellow feathers, crepe paper cut-outs, and star sequins as they **added fine details** to their headbands.

We saw and heard a lot of language being used amongst the children as they **took turns** to pass the creative materials around. For example, Lia said "Look Akki got a feather", Vincenzo joined in and **shared his**

**thoughts** and said "I making a hat" while he continued spreading the glue. Leo used his own initiative and put his **own ideas into practice**. For example, he picked up the feather and started blowing the feather while giggling. The practitioner supported the children's interest by modeling some keywords to help build on their understanding and enhancing their knowledge about children in need such as Pudsey, charity, money, fundraising, yellow, spots, bear, and spots.





## Mathematics Development: Numbers, Shapes, and measures / Physical Development / Fine Motor skills / Making Pudsey Biscuit



In Rainbow Room, we baked Pudsey bear biscuits! It was a great way of getting all the children involved and promoting positive connections and learning to work together.

They used all their senses to feel the texture of the ingredients and build on their vocabulary by learning the names of ingredients and utensils required for baking. For example, Leo felt the egg by prodding the egg with both hands and rubbing it together. Jayce helped pour the flour into a large bowl and used the wooden spoon to stir the mixture together while developing his fine motor skills and further developing hand-eye coordination skills.

We explored and used a range of mathematical

language by reading the recipe, measuring the ingredients, and calculating the correct amount while also developing our literacy skills. Rainbow room children all took turns to combine the ingredients together. Once our biscuit dough was ready, the children each took a handful of the dough and used both hands to knead the mixture. We engaged in a discussion and spoke about how long the dough is kneaded and what the texture of the dough should be such as crumbly, moist, sticky and soft. The children were then encouraged to knead their biscuit dough into a bear shape and add raisins for the facial features of Pudsey such as for the eyes, nose and spots.



## French

During French, Rainbow Room children demonstrated their spectacular **listening skills**, as they all sat in a circle and joined in by repeating familiar phrases in French. We all sang the introduction song which is called Bonjour ca va.



Jayce, Vincenzo, and Zephaniah demonstrated concentration as they **imitated movements in response to music**. The children introduced themselves in French 'je m appelle' followed by their name.

Debbie used a prop to make the session more interactive and engaging for the children. We had a soft doll called Ninous, while Debbie continued to sing, the children each took a turn to wave to Ninous and said Bonjour. Debbie then took out a ball, the children sat in a circle and **took turns** playing the passing game while saying their names. The children really enjoyed this game as they focused on building their **hand-eye coordination** and **social skills**.

We then focused our attention on our emotions. Debbie used facial picture cards to help the children visualise the expressions. Jayce imitated the angry face, and Lia smiled when she saw the happy face. Mia tried to imitate the shocked face and Vincenzo imitated the sad face.

The French session has been very exciting for the children as Debbie used our weekly themes to build on their vocabulary in French. We focused on learning about weather, and fireworks, most of the children imitated shooting rockets with their fingers as they wiggled them in the air, we recapped some of our colours in French as we used the colour scarves and waved them up and down while repeating firework sounds. We ended our session by popping bubbles and saying au revoir.

## Tiny Mites

Rainbow room children love their Tiny Mite's session, as we all sat in a circle, Christine took out her fairy dolls and introduced them to the children. She introduced Dina the fairy dolly, and all the children said hello and waved. We sang the Tiny Mite's Club Round and Open song while imitating the actions. This month we were learning the bumble bee song and learning about **numbers**. We went on an adventure in the forest and saw some animals and **developed our imagination skills** by pretending to be a kangaroo and jumping around while developing our **gross motor skills**. Jayce, Leo, and Vincenzo all pretended to be lions, roaring like a lion while making facial expressions and singing Mr Zachary had a Zoo.

As we got to the end of our journey from the magical lands of the animals, we sat down to drive our cars while we used the plates as steering wheels and moved them in a circular motion. We sang the





driving song and used the shakers for Dina's Disco Beats as we practiced our **gross motor skills learning to tiptoe, bend low, and wiggle** side to side while shaking the rattles. All the children did very well in **listening and following the instructions** given by Christine. We then ended our session by popping the bubbles using our index fingers.



## Star Room

### Reminders

**Tiny Mites: Mondays, fortnightly**

**Football: Tuesdays, fortnightly**

**French: Wednesdays, fortnightly**

**Book Bags: Changed weekly every Tuesday and Thursday**

### Bonfire Night

Star Room focused on Bonfire night theme for a week to learn about what people do to celebrate bonfire night and used it as an opportunity to learn about colours through scientific and creative forms.

#### Expressive Art and Design – Creating with materials - Making lava lamps



Star Room made lava lamps. The activity was carried out in small groups as the practitioner laid out all the resources and ingredients. They had water, oil, glitter, sequins, and red food colouring. The practitioner demonstrated how to make the lava lamps. As the children showed lots of interest, they were showcasing their listening and attention skills, **listening to others in small groups when conversation interests them**. Mikaeel said, "I want to use blue glitter". Marley said "I like the heart sequins for my mummy" **as she talked more extensively about things that are of particular importance to her**. Lowen added, "I can use my lava lamps at home too".

The children were able to observe what was happening in the experiment and how it was occurring, **using tools for a purpose**. As the children were finishing the lamps, Dylan said, "Oh look the oil is at the top" and was praised for observing this so the practitioner explained why the oil floated **exploring and learning how sounds and movements can be changed**. Nicholas added, "My one had bubbles too". Alia paid attention to fine details, pouring the ingredients with precision. The activity provided them with opportunities to experiment with different resources.



## Campfire handprints

### Expressive Art and Design – Creating with materials

Star and Rainbow rooms joined together to do a hand-printing activity. They painted their hands red and orange to make a handprint campfire. The practitioner showed the children a video of a campfire and asked the children what it sounded like, Nicholas and Mikaeel tried to imitate the sounds they heard, **creating sound effects and movements**. As the children painted their hands the practitioner



explained that some people like to heat up their marshmallows and eat them as it becomes sticky and yummy. Some of the children needed support so the practitioner modeled to them how to make the handprints until they were able to confidently do it by themselves.

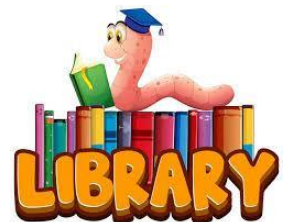


Mikaeel was fine with putting the red paint on his hands but as the practitioner helped with the yellow paint, he described it to be cold **and used language to share feelings, experiences, and thoughts**. Vincenzo and Leo enjoyed taking part in the activity and were telling the practitioner what colour they wanted first. They enjoyed putting the handprints on top of one another and **played alongside other children who were engaged in the same activity**.

### Literacy – Reading - Library trip



Our fortnightly library trips have begun for the autumn term, before going to the library, the practitioner and the children went through the rules and behaviour expectations. The practitioner asked multiple questions such as,



*“Do we speak quietly or loudly at the library? who do we ask when we need to go to the toilet? are we allowed to speak to strangers? should we let go of our peer's hands? how do we treat the books?”* and about safety on the roads. Nicholas responded to one of the questions with, “We can't step on the books”, Marley said, “We don't speak to strangers” Alaia added, “We have to whisper at the library”, Dylan added, “We can't let go of our friend's hands” demonstrating that they are **using their experiences of adult behaviours to guide their social relationships and interactions**.

Whilst the children were walking to the library, Dylan and Nicholas noticed a concrete mixer truck and were excited to tell the practitioner that it makes concrete. Dylan and Nicholas told the peers that they were near their house and when some of the children asked where, Nicholas added, “It's back down there”. Marley told her peer that she doesn't like



walking and the practitioner asked, "Why it is good for you" Marley added, "Because it makes my legs hurt walking for too long". The practitioner sang songs to the children and some of them joined in to encourage them to continue walking.

### Story session:

Once they were at the library, the practitioner read a book called "Shh we have a Plan". The book was about how the characters were trying to catch a bird using a fishing net. They tried different methods such as climbing the tree and going on a boat but they failed. Dylan and Nicholas said, "They not going to get it". on a page with different coloured birds, Zayn said, "Oh look so many birds".

As the story moved on, the people gave up on catching birds and Jad said "Why?" The practitioner explained, "Because they are scared". The children showed interest in illustrations and words in print and digital books and words in the environment. They began talking amongst themselves and listening to and joining in with stories and poems when reading one-to-one and in small groups.



The children had their second story session which was about the seaside. The practitioner asked what animal was on the page and the children said, "Bear". There was a picture of a seagull, which they didn't recognise so they repeated the name as they looked at it closely. Star Room children repeated and used actions, words, or phrases from familiar lines in the story. All the children selected their individual books and sat looking through the pictures. "My book says Adam" said Marley while showing the book to the practitioner.

The practitioner read a Peppa Pig book to Blue Jean and Juliet and Blue Jean told the practitioner that she could see different coloured unicorns. Juliet continuously pointed to Peppa on each page and said, "Peppa Peppa", beginning to have some favourite stories and characters. Nicholas, Dylan, Juliet, Marley, and Blue Jean enjoyed choosing a story for themselves and were turning each of the pages individually, looking at and enjoying the print and digital books independently.

## Pumpkin Week

Star Room had a theme on Pumpkin Week with various creative activities such as carving pumpkins and exploring what is inside and lots of opportunities for messy play.

### Communication and language – Listening and attention - What's in the Bag: Pumpkin Week edition



Star room took part in What's in the Bag? with pumpkin week-related items such as insects, skeletons, pumpkins, wooden logs, and witches' pots. Marley, Soul, Mikael, Dylan, Nicolas, Lowen, Leaf, Alaia, Maya, and Gabriel took part in this session. This activity was fun and engaging for the children as they were all eager to find out what was in the bag. During the activity, the children learned about the different objects in terms of what they do and where they come from.

Marley was keen on the activity, she dipped her hands in the bag and found a wooden log, and said "I love you my wooden log, you are so cute". The children sang the What's in the Bag song for the next person to have a go, and Leif took out a skeleton, the practitioner helped the children to name the parts of the skeleton, Alaia **was listening with increasing attention and recalled** as she looked at the skeleton while listening out for what is being said.

The children learned what a shin was and ribs and how ribs protect the soft organs in the body such as the heart, lungs, and diaphragm, the lungs expand when a breath is taken in and become smaller again when breathing out. Marley asked, "Why do we have lungs?" **as she started asking a variety of questions**. The children also learned about the skull on the skeleton, how it keeps protects our brain, and how it holds the shape of our face.

Nicolas found a spider web in the bag, Mikael commented "It's a cobweb" **as he understands simple questions** when the children were asked about what came out of the bag, the children learned how spiders make a cobweb, the web is like a home for them, and they can trap other insects such as flies and then would have them for their dinner. The children were highly engaged during the activity and were keen to learn about the different objects.





## Physical development – Moving and handling - Peeling oranges with jelly and insect play



Star Room children participated in an exciting activity during which the children combined orange peels into jelly with insects. The children practiced using their **fine motor skills and began to show a preference for a dominant hand**, further enhancing their hand muscles by using their thumbs and index fingers to remove the orange peels and squeeze the orange into the jug spot. The children helped themselves a wooden spoon which they used to scoop out the jelly from the bowl and find the hidden insects. They felt the jelly with their hands and discussed what it feels like, and what they can make out of the jelly, having conversations, engaging, and sharing their thoughts with each other.

Marley, Dylan, Nicolas, Alaia, Blue

Jean, and Lowen took part in the activity together, they enjoyed **playing alongside and with others, and some of Rainbow Room children also joined in**. Marley, Blue Jean, and Alaia concentrated during the activity, doing their best to peel the orange with their thumbs and index finger, eventually, when all the orange peels were off, Blue Jean tasted the orange and said “It tastes sweet and yummy” **as she used a range of senses** while Marley came to the practitioner saying “Look, I did it”, she then picked up some orange peels and put them in the Jelly. Lowen squeezed the orange and then bit into it to help peel it, he eventually got most of it peeled and split it in half, he then tasted the orange and ended up eating half of it! Blue Jean and Alaia stirred the jelly together as they pretended to make soup.



## Diwali

We did a theme on Diwali so the children can learn about cultural differences, religions and how people may celebrate their festivals such as by making cards, food and going out with family or friends. The children took part in making lanterns as Diwali is a Hindi festival of lights which they believe keeps the evil away from the darkness.

### Expressive Art and Design – Creating with materials. - Rangoli patterns

Zayn, Marley, and Adam took part in making rangoli patterns on paper plates. We had various resources such as glitter, sequins, different coloured paper, and tissue paper for the children to use to decorate. Marley asked, “What are we doing?” **which shows she was questioning about what is happening** and the practitioner explained they were decorating the paper plates with rangoli patterns pointing at the laminated designs.





Adam and Zayn were **using tools for a purpose** by using the stick to spread glue all over the plate. They then added pompoms, coloured paper, and sequins. Marley said, “I want this paper on the top” and the practitioner supported her by adding tissue paper. Zayn picked blue tissue paper, Marley picked pink, and Adam picked orange.

We also had Indian music on for the children to dance to. Marley held onto the practitioner's hand and began twirling while Zayn and Adam were hopping. **The children were**



**enjoying playing alongside other children who were engaged in the same theme.** The activity expanded the children’s knowledge of people and communities as well as using different resources for their own purposes.

### **Understanding The World – people and communities - Making lanterns**

As our theme for the week was Diwali, the children participated in decorating lanterns. The practitioner explained what Diwali is, and the importance of lights, symbolising light over darkness, which is why they often use colour and brightness such as divas and lanterns. Lowen, Marley, Zayn, and Adam **enjoyed joining in with customs and routines**, they were shown how to decorate their lanterns using the resources on the table like sequins, pom-poms, stickers, lentils, and more.



They were given a choice to pick a coloured card that they liked and were able to make their own choices. Soul said, “I want to use lots of stars on mine”. The children used **various construction materials, e.g. joining pieces, and stacking vertically and horizontally using the essentials provided**. Dylan and Nicholas were interested in using lots of glitter to make theirs shiny. Alaiia was very precise with her decorating as she added little bits of glue and decorated and then carried on with doing the same steps. Zayn asked the practitioner for help as he said, “Look Laiqa do this” and she supported him in adding glitter and stars to his lantern. Blue Jean also took part as she said, “I want to make one too and hand it in my room” and began her decorating. This activity builds upon the children's knowledge and interest about other people and communities as well as to know **some of the things that make them unique and can talk about some of the similarities and differences about friends or family.**





## Children in Need

Star room learned about Children in Need. During this topic we spoke about some children being disadvantaged. As well as engaging in discussion, the children took part in fun activities such as making poppies and making bear biscuits.



### **Making poppies: Understanding the world: The world**

Star room children participated in making poppies. The practitioner explained that people wear poppies to show their respect and to remember the people who went to war and weren't able to survive **to develop an understanding of growth and decay**. They were shown a visual as a point of reference to make their own poppies.

They had red tissue paper and a black permanent marker but needed green leaves so the practitioner asked the children where they could find green

leaves to add to their poppies and Dylan, Mikaeel and Soul responded, "Outside". This shows they **understand who, what, where in simple questions**. They went into the garden area collected fallen leaves.

The activity was done in two separate groups. The practitioner gave the children each their template and explained what they needed to do. The children held the glue stick with a tripod grip and had control when taking the glue out of the glue pot. Using the glue they **created lines and circles pivoting from the shoulder and elbow with the glue stick**.

The children were asking one another for the black permanent marker which they shared among themselves, taking turns so they could make a dot in the middle.



## Painting Pudsey bear: PSED – Making relationships



The children took part in an engaging and calm activity painting a Pudsey bear. They helped the practitioner get the paint ready by mixing it and holding the paper down on the table until the paint pallet was put on it as the paper was rolled out for the activity and they used their **experiences of adult behaviours to guide their social relationships and interactions**. Soul, Gabriel, Marley, Alaia, Mikaeel, Dylan, Nicolas, Maya, and Blue Jean took part in this activity.

The children were introduced to Pudsey the Bear as a way of encouraging **some understanding that other people have perspectives, ideas, and needs that are**

**different to theirs**. Lowen asked about the bandage across Pudsey's eyes to which Marley responded saying "Because it hurting". They learned about children who may suffer from a disability, are poor, are unwell and hospitalised, or have a long-term illness, who don't have access to education and fundraising happens to support those children. The children continued to paint the paper in yellow using strokes of paint ensuring the entire paper was painted whilst they listened and asked questions.



## Bonus classes

### Football session

#### Physical Development – Moving and handling.



Star Room had a football session with the coach. The session started off

with the coach giving every child a ball to kick around and play during their warm-up game. The coach demonstrated how to do kick-ups, throwing the ball up and then trying to kick it hard. Adam, Zayn, Soul, and Lowen showed joy doing this as they continuously did kick-ups. Jad was excitedly kicking the ball around the playroom while saying "Kick that like this". Jad **kicked a stationary ball with his foot and threw a ball with increasing force and accuracy**.



In the first game, the coach placed 4 cones in a straight line and the children had to run in a zigzag between the cones and then a ball was placed on the ground for them to kick into the goal. The children **ran with spatial awareness and negotiated space successfully, adjusting speed or**



**direction to avoid obstacles.** They listened attentively as the coach explained the game, when they had their turns they were able to demonstrate it very well, holding the ball between their hands and kicking it with their dominant foot as they **were beginning to show a preference for their dominant leg/foot.** Some children were able to score it in the goal.

In the second game, coach made four squares using cones, each square made of a different coloured cone so when the coach said “Where is the white square?” the children ran to that. This was effective for their hand-eye coordination as well as identifying colours and shapes. The children also took part in penalty shots, as they placed 3 balls on a cone and began shooting them aiming at the goal. As Soul scored, he said “GOALLL” and celebrated. Juliet kicked the balls with her right foot and was laughing as she also said “goal” and **chose different ways of moving** copying Soul's actions. Lastly, the children were asked to flip the cones using their balls. Blue Jean, Marley, Soul and Juliet enjoyed this part as they hurriedly and excitedly tried their best to flip all the cones.



### **Parent workshop**

If there are any topics parents would like us to cover in a parent workshop delivered by our manager Hafiza, please feel free to register your interest to [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com) along with your suggestion.



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

Thursday 7<sup>th</sup> December

### Parent's Afternoon

Wednesday 6<sup>th</sup> December

### End of year Party

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

### Nursery Reopens

Wed 3<sup>rd</sup> Jan 2024  
(Tues 2<sup>nd</sup> Jan – Inset day)

### Easter Holiday

**Last day Thursday 28<sup>th</sup> March 2024 Nursery closes at 4 pm**  
**– Re-opens Monday 8<sup>th</sup> April 2024**  
Fri 29<sup>th</sup> March – Public Holiday  
Mon 1<sup>st</sup> April - Public Holiday

### Eid Holiday

Around Wednesday 10<sup>th</sup> April 2024 (To be confirmed)

### Inset day

Friday 3<sup>rd</sup> May 2024

### Bank Holiday

Mon 6<sup>th</sup> & 27<sup>th</sup> May 2024

### Eid Holiday

Around 17<sup>th</sup> June (To be confirmed)

### Summer Holiday

**Last day Wed 14<sup>th</sup> August 2024 Nursery closes at 4 pm -**  
**Re-open Tues 3<sup>rd</sup> September 2024 –**  
Mon 26<sup>th</sup> August – Bank Holiday  
Mon 2<sup>nd</sup> September - Inset day

### Winter Holiday

**Last day Friday 20<sup>th</sup> Dec Nursery closes at 4 pm**  
**– Re-open Fri 3<sup>rd</sup> Jan 2025**  
Wed 25<sup>th</sup> Dec – Public Holiday  
Thurs 26<sup>th</sup> Dec - Public Holiday  
Wed 1<sup>st</sup> Jan – Public holiday  
Thursday 2<sup>nd</sup> Jan – Inset day



## 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 3.30 pm 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 allergy and therefore cannot be anywhere near nuts.**
- ✓ **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your ***child's name***.
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates. If you have not been receiving any emails, then please get in touch. Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)
- **Tapestry:** If you need support accessing Tapestry please contact Antoinette  
Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

### 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.

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

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

### Comments/ Suggestions

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

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

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**YOUR NURSERY**



BABY ROOM      TODDLER ROOM      HEALTHY MEALS

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 **roof.topnursery**

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

Look out for all updates.

*Instagram*