

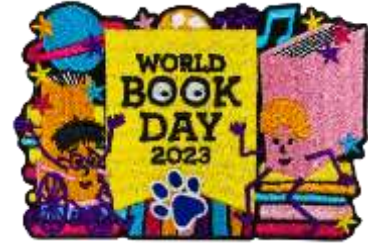


We had an enjoyable packed month with many parties and celebrations. We celebrated World Book Day, Red Nose Day, and Female Carers Day. As always, we didn't leave the celebrations to just one day, we extended all the events throughout the week which gave all the children the opportunity to celebrate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



WORLD BOOK DAY

World Book Day took place on Thursday 2nd March 2023, the children and staff brought their favourite book characters to life by dressing up and celebrating books and making reading fun. We engaged in storytelling themes throughout the week and children and staff dressed up in different costumes to get in character. 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 £150.00 between both sites. The children and practitioners showed their support by engaging in outdoor sports activities such as obstacle courses and Knock the tins! We also had our very own fancy-dress/80s 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.



Parent's afternoon: Wednesday 22nd March and Friday 24th March 2023

Thank you to everyone for taking time for our virtual parents' afternoon. These meetings are really important to stay updated with the children's progress and development.

27th-month health and progress checks

Our 27-month review was held on Thursday 23rd March 2023, for those children that were due for Health reviews. Thank you for taking time out for this meeting.

Here are a few parents' comments.



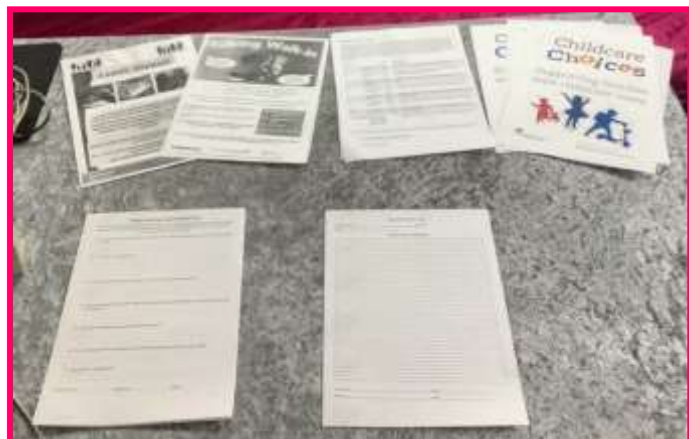
The parents' afternoon was delivered well and clearly, touching on all the key points.

Very informative and all information was given on my child's progress.



We also had our 27-month integrated review with a few of the children due to their 27-month progress checks, these reviews were held with the health visitor, parents and key person.

Our two-year-old check parent information table



Ramadan: As you may be aware the month of Ramadan has started and many of the staff are fasting from dawn to dusk during these long days.

Ramadan plan – We want to make this as smooth as possible for staff please see below how we can work together to do this;

How the company will support the staff;

- Ensure we have areas available for staff to sleep and rest, during lunch break time
- Provide fewer days to work i.e. shorter days or 4 days instead of 5 days.
- Accommodate shifts were possible (late shifts/ early shifts)
- Be supportive by allocating staff who are fasting to areas with less work.

We will be celebrating Eid to mark the end of Ramadan and the day of Eid will depend on the sighting of the new moon (lunar calendar)

As many of the staff celebrate Eid, **the nursery will close on Friday 21st of April for Eid**, as we believe this is the date of the sighting of the new moon, please make arrangements to accommodate the closure.

Female Carers Day Event

It was a joy to open our doors on Friday 17th March to all our amazing parents/carers. 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 tasty food and the presents. As part of this special day, there were plenty of activities such as decorating plant pots, making sensory bottles, making lava lamps, sandwich making and many more. Some parents also enjoyed being pampered, getting their nails done, and getting a back massage. Also, a big thank you to our cooks who made delicious food for all the parents and staff and thank you to all parents who filled out our feedback sheets on the day and gave great feedback. We hope all the parents who attended on the day liked the gift they each received from our lovely manager Hafiza.

Here are a few parent comments from the event:

“Activities were lovely. Really enjoyed the best experiment at the nursery events”-
Tanvi

“Really lovely morning no comments other then would love to come again” -Laura

“Really good”- Audrey and Lawren

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 3.30 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 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
- ✓ **Tapestry:** If you need support accessing Tapestry please contact Antoinette
Email: office@rooftop-nursery.com



Instagram

Did you know we're on Instagram
Please follow us on Instagram and recommend us to your friends and family
roof.topnursery
Look out for updates and see some of the amazing pictures.

Star Room

March is another exciting and busy month. We looked forward to welcoming spring, world book week, celebrating our female carers week, and raising money for red nose day and parents afternoon.

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 does 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.



The five senses and World Book Day

Story session – World book Day

As part of World Book Day Star room children took part in a story session, they read a story about a bear going to the moon. The children were engaged throughout the story session and answered questions the practitioner asked. Whilst the practitioner was reading the story Nicholas began telling the practitioner that he was in the box and it was on fire. The practitioner began talking about safety and asked the children, "are we allowed to touch fire or play with fire". All the children responded, "noo". They each enjoyed the activity and talked about different planets when the practitioner mentioned the moon. Once the story finished they talked about what planet they lived on, listening to each other.



World book Day party



As the children were celebrating World book day the whole nursery had a party, they ate their yummy snacks with calming music in the background. Once they finished their snacks they all began to show each other costumes and tell the practitioner they wanted to participate in a musical dancing session. The practitioner played party songs to encourage the children to dance and listen to the actions given in the songs. As each song began to play some of the children knew the song and began singing and dancing with their peers. Ada explained to the practitioner what dance move he

was doing. As he did each dance move the children began copying him. Once the children knew the moves they began showing the practitioner whether it was just sitting on the spot, spinning in a circle, or moving their arms around. Musa was dressed up as Iron Man, Ayla a unicorn, Peggy a Gruffalo, Zayn Peter Rabbit, Gene was Batman, Mikaeel as the tiger from *The Tiger Who Came To Tea* and Ada dressed as a ninja.



Expressive arts and design (Being Imaginative and Expressive) – Dip and guess what's in the box

The children in Star room took part in a discussion about textures and feelings. To begin the activity 3 buckets were prepared with warm water containing stones, damp sand containing seashells, and rice containing slices of dried orange. The children were then blindfolded and not shown what they were dipping their hands into but were asked to describe and explain what they felt. Ada did not like the roughness of the damp sand and the temperature of the water bothered him. This demonstrated his [awareness of similarities and differences in relation to objects and materials](#). He was asked to put his entire hand in the water, but he put in his finger first and did not like the sensation. Thomas took pleasure in the activity and was able to identify the shape of a dried orange slice. He started to feel it and declared it was circular. Emmett [listened and responded to ideas expressed by others in conversation](#) and when it was his turn, he stated it smelled pleasant and said it was orange, which was the correct response. Nicholas enjoyed feeling the stones in the warm water. Willow took her time whilst attempting to identify the objects within the box by smelling and feeling them, [showing confidence in choosing resources and perseverance in carrying out a chosen activity](#).



Personal Social and Emotional Development: Sense of self – Blindfolded fruit tasting.

The participants in this sensory activity were Nicholas, Musa, Peggy, Emmett, Ayla, Thomas, and Mikaeel. The activity was described, and children were instructed to make the best guess as to what fruit they would receive. The children received oranges, tangerines, bananas, and apples. Thomas was able to distinguish between orange and tangerine after tasting them. On discussing the differences, Willow remarked that the tangerine tasted sweeter, [demonstrating a sense of autonomy by expressing their ideas and preferences and making judgments](#). Star room learned that the tangerine is smaller and darker orange than the orange.



Ayla was confident with her fruits and identified a piece of banana and an apple. Some of the children were unable to distinguish between an orange and a tangerine, but this is part of their learning process. Willow, Peggy, and Mikaeel confidently identified each fruit without any assistance. As Lowen sampled the banana and apple, he was unsure about the apple but was certain it was a banana because it was soft. Lowen also [displayed confidence in speaking to others about his own interests and opinions](#). The children were enthusiastic as they participated in the game and shared with their friends how many they got right or wrong.



St Patricks Day and exploring colours.

St Patrick's Day is a religious holiday and commemorates Saint Patrick and the arrival of Christianity in Ireland, and, by extension, celebrates the heritage and culture of the Irish in general. Celebrations generally involve public parades and festivals, céilithe, and the wearing of green attire or shamrocks.

Literacy: Writing – Word Search -St Patricks Day

In order to help the children to begin to recognise more letters aside from their names, and to speak to the children about St Patrick's Day Star room focused on activities involving different words using a wide variety of different letters in line with the St Patricks Day theme for example, clove, Ireland and green.

Star room took part in a word search puzzle, the practitioner took small groups for sessions, one group included Emmett, Peggy, Ada, and Ayla. The word search was handed to them after the practitioner described where to look for each word, the practitioner assisted Peggy and Emmett in finding the words, she showed them the word they were looking for before looking for the words in the grid box, the practitioner explained "You have to



match the same each letter from the box, and if you can locate it, look at another letter that matches the same," Emmett marked off each word practitioner stated, **whilst showing interest in illustrations and words in print and words that they also notice around them.** Peggy said, "see I found this one" pointing at it, **showing interest in letters on the paper, identifying the initial letter of their own name and other familiar words.** Ayla took hold of the pencil and drew a straight line she uncovered the word one letter at a time. As the children looked, the practitioner supported them and showed where each letter could be found on the side, in a straight line, diagonally, horizontally, or even backwards in a word, **introducing mark-making and early writing in their play.**

Communication and Language – Understanding - Making Cloves - St Patricks Day

The leaves of four-leaf clovers are said to stand for **faith, hope, love, and luck.** It's often said that Ireland is home to more four-leaf clovers than any other place, giving meaning to the phrase "the luck of the Irish."

To continue teaching Star room about St Patricks Day all the children took part in making cloves. Willow, Emmett, Thomas, Mikaeel, Nichola, Peggy, Ayla, and Musa were excited to take part in the activity as they sat and waited patiently while the practitioner explained what a clove was and what they would be making, green and orange paint was set out for them to paint their cloves. The practitioner asked questions such as *when it's springtime what do you see on the trees?*, Thomas said "flowers" and the practitioner asked *what insects come out during springtime* and Emmett responded bees, showing an **understanding of who, what, and where in simple**



questions (e.g., Who's that? Who can? What's that? Where is?). They all used paint and a paintbrush to decorate their cloves and they all expressed that they had fun. They stuck each leaf on top of one another to make a full clove. As the practitioner was directing them they **showed an understanding of prepositions such as under, on top, and behind by carrying out an action or selecting the correct picture.**

Communication and Language: Listening and Attention - Trip to Library- Clapton Library

Star room went on our fortnightly visits to the library, as it began to lightly rain the children were given a choice, **modelling democracy to the children and choice in play** as to whether they would like to still go. After keeping an eye on the weather for 5 minutes the rain stopped, and the children said they would like to go and put on their raincoats and wellies. On the way the children saw a lot of puddles, Lowen said "there are so many puddles" and Peggy added, "it's from the rainwater", they both showed excitement in jumping and walking in the puddles. Musa called Peggy and said, "Should we sing happy birthday for Willow" and Thomas said, "we have a party for her" **talking more extensively about things that are of particular importance to them.** Willow and Emmett talked about the pigeon they noticed on the way. Willow said, "I'm scared of pigeons" and Emmett said, "I'm scared of foxes and snakes". Peggy then added to their conversation "I'm scared of gorillas", **beginning to use more complex sentences to link thoughts and opinions.**



When we arrived at the library, the practitioner reminded the children of the golden rules such as good listening and good sitting. Musa, Willow, Emmett, and Thomas were aware of the rules from our forest play sessions, **recapping and understanding why and how questions.** The library teacher brought in 2 books to read to the children, she started off with *Class Two at the Zoo*. The children listened attentively, whilst keeping eye contact with the book. The book was about children who feared animals such as anacondas, snakes and giraffes. The practitioner said, "What do you do when you see these?" and they all shouted "runnn" **as they listened to familiar stories with increasing attention and recall.**

The second book was called *My Best Friend Bob*. Bob and Brian were best friends who shared their cages, one-day Bob disappeared, and Brian was upset and missed him. Jad enjoyed the story and asked the teacher to read the book again. Zayn was interested in reading another book as he looked through it himself.

The children looked through books to pick out and the practitioner suggested, "how about we take books about plants and flowers and spring," to which they all began to look for the type of books suggested. The children then read a book called *Ten Little Bottles*, Peggy, Musa, and Emmett **listened intently.** They seemed to enjoy the book and were engaged. The children talked to each other with excitement about the books they looked through and chose and expressed that they are looking forward to their next session.



Red nose / Female Carers week

Red nose day/Comic Relief 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.



Star room spent a week concentrating on talking about and making items for their loved ones as part of Mother's Day celebrations but to make it more inclusive we call it 'Female Carers Day' enabling the children to talk about their mums, nans, aunts, dads, and whomever they love. All the children took part in different activities such as making lava lamps, sandwich making and handprint photo frames. As it is also Red Nose Day the children took part in an obstacle course and participated in an 80s-themed party.

Physical Development – Moving and Handling: Sports day- Red Nose Day

Star room took part in sports activities for Comic relief / Red Nose Day which was highly supportive of the children's development as it provided ample opportunities for physical, mental, and social play.

They took part in various different activities such as knock the tins, tossing the bean bag in the bucket, hopping in the hoops, bouncing the ball, and skipping, this was beneficial for all the children as it allows them to gain skills such as negotiating space, adjusting speed and avoiding obstacles. We also had our football coach come and enhance the children's control and coordination of the ball. Ada came in for sports day and he showed great participation in all the games, he also received a certificate from the coach for great listening skills. The activities were essential for children such as Ayla, Peggy, Mikaeel, Lowen and Jad as it supported and helped improve the children's motor skills, coordination, balance, and flexibility. Overall, the activities had positive effects on the children's mental health by reducing stress and upset as they gained energy from being active and engaged. It also supported children such as Thomas, Gene,



Nicholas, Willow and Musa to improve their self-esteem and confidence as they [learned new skills, achieving goals, and experienced success](#). The children supported and cheered each other as they developed important social skills, such as [teamwork, communication, leadership, and respect for others](#). It provided a fun and engaging way for children to learn, grow, and thrive.

Personal, Social and Emotional development – 80s Disco Party

In order to raise money for Comic Relief /Red nose Day all the children had an 80s disco party, the children dressed up and listened to 80s songs, this enabled the children to [express themselves by dressing up in party clothes and it allowed the children to seek out companionships as they share experiences with their peers](#). Once the children finished having their yummy snacks the practitioner asked, “should we have a dance competition against Rainbow room?” All the children shouted “yes”, All the children were together and began dancing. They really enjoyed dancing with one another and listening to different songs. It was useful for the children as it provided a [fun and engaging social experience](#) for them to [interact with their peers, learn new dance moves, and express themselves creatively](#). Philip, Thomas, Peggy, and Mikaeel enjoyed themselves as they were freely danced which allowed them to [develop their coordination, rhythm, and motor skills while promoting physical activity and healthy habits](#).



Furthermore, the party helped the children to build their social skills, such as [communication, teamwork, and respect for others](#). Phillip, Mikaeel, Willow, and Ada enjoyed the disco, and it provided a safe and supervised environment for them to enjoy themselves and make memories.



Expressive Art and Design - Handprint photo frames

All the children enjoyed celebrating Female Carers Day, this was an opportunity for the children’s carers to spend the morning doing activities, they enjoyed some lovely food and had the opportunity to meet each other, and everyone had a choice of a number of activities to do throughout the morning creating beautiful memories. One of the activities was making handprint photo frames, all the children loved the glitter and the stickers on display on the table, [using tools for a purpose](#). During the previous weeks, Star room children made handprints with their names on them which were then used to stick on their cards they then decorated the outside of the card, [using 3D and 2D structures to explore materials and/or to express ideas](#). There were also handprint shapes cut out for all the other children. The children decorated their cards independently; they poured the glitter without any support and used the glue correctly. After they finished they left their photo frames to dry for the parents to take home.



Ramadan

This week Star room children will be concentrating on Ramadan. They will learn about a different culture or their own culture if this is their religion taking part in multiple activities such as date tasting, demonstrating how to pray, colouring the moon by number, and decorating prayer mats. The children have learned that people who celebrate Ramadan are only allowed to eat at a certain time and it is called fasting.



Physical Development-Moving and Handling - Decorating Moons

Star room children participated in decorating things for Ramadan. The practitioner reminded the children what Ramadan is and what people in the world might be doing; [this gave the children further knowledge of why people fast and what Ramadan is about](#). Not eating was re-explained and having to eat only at a certain time, as the children repeated the word, "Ramadan". The practitioner also explained that over the upcoming weeks, there will be a half-moon and it will gradually turn into a full moon. [By doing this activity, children gained an understanding of the transition from half to the full moon, and they are directly](#)

[contributing to that transition](#). The practitioner cut out the different shapes of the moon and asked the children to decorate them. Musa, Mikaeel, Soul, Dylan, Nicholas, Willow, and Peggy all participated. Once they finished decorating the stars, Soul asked the practitioner to decorate their candle holders which were also made for Ramadan. [This contributes to developing the children's fine motor skills as they are using paint brushes and are using various colours](#). The children chose the colours green, blue, and orange, and they began painting them using different colours, whilst they decorated them the children talked about stars being in the sky.



Expressive Art and Design, Communication and Language - Making prayer mats.

As a follow on activity to decorating moons, Star room children participated in making prayer mats for Ramadan. The practitioner showed the children a real prayer mat and explained that they were going to make their own. They were given different coloured paper cut-outs such as moons, stars, strips for the dangly bits at the ends, and different shapes. The practitioner began explaining what adults and some children do on the mats. The practitioner asked, 'who prays at home or whose mummy or daddy prays at home? Mikaeel responded, 'mee'. As Mikaeel said me, 'the children began [listening to others in one-to-one or small groups when conversation interests them](#). The practitioner said before praying people wash their bodies and then pray. The practitioner showed a picture of a mosque as some go to the mosque to pray and asked the children, 'who knows what this is?' The children were unsure. As the practitioner said, 'mosque' all the children repeated the word mosque. The practitioner demonstrated how Muslim's pray using a prayer mat and Mikaeel said, 'I do it at home with my mummy and



daddy'. He then began showing the children what he would do with enthusiasm as the children watch intently.

Bonus Classes

Physical Development: Moving and Handling - Football



Star resumed their fortnightly football sessions. The coach explained all the different games they were going to play. He asked the children to stand on the large island he had made by laying cones all around the play roof. As Coach Joshua questioned the children about what creatures exist on an island, they all shouted squirrels, monkeys, cats, dogs, and spiders, among many other answers. They were instructed to run around the island imitating various creatures, e.g. "Make a squirrel squeak." The coach then instructed the children to run around the

island while acting like squirrels and making the sound while holding a ball between their knees on the ground, demonstrating the ability 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, walking, running, jumping, skipping, sliding and hopping.

Emmett, Willow, Ayla, and Musa were all able to clearly follow the directions, demonstrating their capacity for listening and paying attention. When Zayn, Lowen, Peggy, and Nicholas were unsure they attempted to imitate their peers. Thomas was reluctant to engage, but when a practitioner invited him to play alongside him, Thomas joined with ease and started kicking the ball around. As the coach instructed the children to attempt to kick the ball off the cone in the middle, the children placed the balls on the cones. They attempted three times, failing the first time before Musa successfully struck it twice in a row, which showed increasing control over the ball in pushing, patting, throwing, catching, or kicking it.



Zayn, Peggy, and Ayla all expressed pleasure by giggling and clapping their hands collectively in delight. They each took turns shooting inside the goal from a distance, and while the coach served as the goalkeeper, the practice ended with some penalties. They took turns and managed to score, as they showed that they are able to handle the ball safely and with increasing control and intention. Coach presented two certificates to Ayla and Musa in recognition of their outstanding contributions and attention spans.



Physical Development: Moving and Handling - Tiny Mites



Our Tiny Mites session began with the Tiny Mites Club's theme song sung by the practitioner as she introduced each little mite one at a time, the children rolled their hands and waved them in the air copying Janine. They started tampering with their thighs, **noticing what other children and adults do, mirroring what is observed, adding variations, and then doing it spontaneously**. Ada, Peggy, Nicholas, Ayla, and Mikaeel were giddy with joy and jumped around, **using movement and sounds to express experiences, expertise, ideas, and feelings**. Janine asked the children if they understood about seasons whilst putting on a song about seasons. Ada asked 'when do season flowers bloom', and was able to respond, "Spring,"



All the children followed the action for rain; Janine asked the children "what shape is the sun?" Emmet said, "it's round," and the rest of the children said it was "yellow", **understanding questions such as why; when; where, and how**. Janine started singing a song about a sunflower seed growing and becoming a beautiful flower. She asked, "When the sun goes down who comes out?" Ada, Emmet, Peggy, and Nicolas said, "It's the moon," **showing variability in listening behaviour as they moved around and fiddled but still be listening**. Janine then asked, "Which insect comes out in spring?" Ada said "its bee makes the sound "zzzzzzzz" which led them to sing the song "five buzzy bees in a window sealed". Peggy, Nicolas, Emmett, Ada, Mikaeel, and Ayla all counted the bees, **whilst using talk to organise, sequence, and clarify thinking, ideas, and feelings**. The children then said goodbye at the end of the session and ended by playing with bubbles and jumping to catch them.



Yoga- Moving and Handling

The children participated in Yoga session as they had a lot of energy, the practitioner asked the children to take off their shoes and sit around in a circle and calming music was played to allow them to feel peace and calm along with using indoor voices or whispers. The children balanced on one leg and stretched their arms in the air, some of Star room children were able to **balance on one foot or in a squat momentarily, shifting body weight to improve stability**. The practitioner supported Zayn to try and touch his toes, stand on one foot as well as close his eyes to focus on his breathing skills whilst counting up to 10 and then switching positions altogether with his peers. The children were **choosing to move in a range of ways, moving freely and with confidence making changes to body shape, position and**



pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping. The activity helped to calm the children and get them to focus on their physical well-being, also recalling their memory about the golden rules when on indoor free-flow play.

French

During the start of the French session, the children sat in a circle in the middle of the room around Debbie, the French teacher, Debbie had a teddy bear which she asked the children to pass around the circle. Debbie explained to the children that when the teddy bear got to them, they needed to introduce themselves in French. **The children have been building up vocabulary that reflects the breadth of their experiences.** Once all the children introduced themselves, they were then shown different animals such as dogs, cats, and other animals which Debbie named and asked them to repeat. As they have done this before some of the children were **able to use language in recalling past experiences.**

Debbie then took out some puppets, put them on the floor, put see-through materials on them, and said it was time for them to go to sleep and let all the children have a turn to pat them to sleep. Star room then sang some songs in French which the children enjoyed and did all the actions. To finish the session Debbie blew some bubbles which the children enjoyed as they jumped up and down and tried to catch the bubbles and then receive a sticker for taking part in the session.



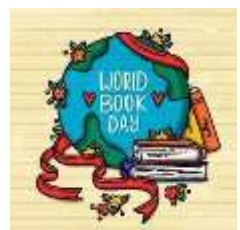
Rainbow Room

First and foremost, we would like to welcome Wesley our new settler who has recently joined Rainbow room!

We look forward to all the happy memories that we will make together.

World Book Week Continued

Rainbow room has been celebrating World Book Day, as it is a nationally known educational celebration, where children all over the nation engage in themed activities based on different characters from different books. This helps to promote the importance of reading for younger children. World Book Day promotes literacy and reading as it allows the children to choose their favourite stories and converse about the characters.



Reading can benefit children by expanding their speech and vocabulary, supporting them to notice letters and letter symbols, learning their sounds and linking them to familiar words. This opportunity supported the **children to listen to and join in with stories and poems, when reading one-to-one and in small groups**, for example, having more regular story time sessions during the week. It also supported the children **to join in with repeated refrains and anticipating key events and phrases in rhymes and stories as they were encouraged to use their imagination to guess what happens next.** We noticed that the children started to **be aware of the way stories are structured and to tell their own stories.**

We decided to focus on *Goldilocks and the Three Bears* because this storybook is one of the children's favourites.

Expressive arts and design – Oat porridge playdough

As Rainbow room's theme was *Goldilocks and the Three Bears*, children were encouraged to make playdough using porridge oats. We used different utensils such as rolling pins, wooden spoons, plastic bowls, measuring cups and ingredients to make the dough, including flour, water and cooking oil. The children were asked open-ended questions such as how many scoops of flour we needed to put into a bowl. Soul said, "Two" This encouraged the children to recall how



much of each ingredient we use and to use the correct quantity to get the right texture. Groups of 4 children were given individual bowls and spoons to do the activity at one time. Soul put two scoops of flour into his bowl and then passed the flour to Dylan who did the same. Marley took the jug with water and slowly tilted it to pour it into her bowl of flour. Soul then also poured the water into his bowl and used the wooden spoon to mix the ingredients in a circular motion, they then put the spoon aside and used their hands to knead the dough by combining the ingredients further. Soul exclaimed, "My dough is too sticky. Look" to which the practitioner suggested he rubbed some dry flour

on his hands for the sticky playdough to fall off, which he did. The play dough was successfully combined to form a nice doughy texture. Adam made a ball of dough, sprinkled some porridge oats on top and kneaded the dough to combine well. He chose a bear shape cutter and pushed it down with his palm. As he lifted it up from the dough he raised his eyebrows, tapped the practitioner's shoulder, and pointed to the bear-shaped dough. Marley, Soul, Adam, and William engaged in forming the different shapes of dough as they were stretching and feeling its consistency. This activity enabled children to further develop their [fine motor skills](#) and [hand-eye coordination](#).

Maths (Measure) - Porridge Play

To further link our activities with our *Goldilocks and the Three Bears* theme the children took part in a porridge play activity, they filled and emptied metal dishes with dry porridge oats.

They used their hands as well as small ladles and measuring scoops [to scoop and transfer](#) into bowls. We spoke about how one bowl belonged to daddy bear, one to mummy bear, and one to baby bear - we filled them with corresponding amounts. We filled the smallest bowl with a smaller amount and explained how the baby bear cannot eat too much food because their belly is only small so they can only hold a small amount of food, while the mummy bear's bowl of porridge was larger and daddy's bowl was even bigger.



Zephaniah seemed to enjoy the [sensory experience of making marks and exploring cause and effect](#), observing the effect of his actions on the shape and appearance of the porridge and the bowls. He used his hand to swipe the porridge oats side to side, leaving horizontal lines in the oats. He would then pause and look at the oats after he had swiped them side to side, then repeat the actions again. Maya also used both her hands simultaneously to explore the oats, moving them up, down, and round, and watching as the oats move around the tuff tray. She then banged

on the tray and seemed to notice as the oats jumped up. She paused abruptly and smiled saying, "Oh!" She repeated this action several times.

Expressive arts and design (Creating with materials) - Making Bear Masks

To expand on the children's [understanding and to support them to make links](#), we implemented a painting activity where the children were encouraged to use paintbrushes and brown paint, to cover paper plates in brown paint. The point of this activity was to [look at the various details of Goldilocks and the Three Bears](#) and [create discussion around the different characters](#). During this activity, we mostly focussed on the bears and encouraged the children to recreate their own bear masks.



The children were shown all three bears in the *Goldilocks and the Three Bears* book, before they were asked which bear mask they wanted to make. Marley responded, "I'm gonna make mummy and daddy bear." Dylan made his voice deeper and frowned, puffing out his chest, "I'm making the big daddy bear." When asked whether he was the big daddy bear, Dylan confirmed. William [listened](#) to this [conversation](#) and was then asked what bear he was making. His face brightened up as he raised his eyebrows, looking in the direction of the storybook and pointed towards the three bears with his finger.

Holi



During the beginning of the week, people of the Hindu community across the world celebrated Holi. Holi is a Hindu festival that celebrates spring, love, and new life. Some families hold religious ceremonies, but for many Holi is more a time for fun. It's a colourful festival, with dancing, singing, and throwing of powder paint and coloured water

Expressive Art and Design: Creating with materials - Holi Greeting Cards

To support the children's involvement in Holi, we created greeting cards to wish everyone a very happy Holi. All the children enjoyed this activity as they showed a [willingness to have a go](#) and [enjoyed creating with a variety of materials and decorative resources](#). We [made links to the meaning behind Holi](#) as we used foam spring stickers such as flowers, bugs, and many more, which links to the meaning of celebrating new life and spring. Marley used a spatula to dip into a pot of PVA glue and decorated her Holi card, as she questioned what she was making she exclaimed: "Holi card". This showed that she understood what we were learning about and what she was doing, [giving her marks meaning](#). Zephaniah showed interest in spreading the glue around his card and used a pinch of glitter to sprinkle it around his card. Phoebe was interested in the animal stickers as she showed enjoyment in sticking down the foam flowers and insects, [using her thumb and fingers to hold the stickers](#) and to place them down onto the card gently.



Physical Development: Moving and Handling – Fine Motor Skills - Holi Handprints

To support the children to be **inclusive and understand various cultures and religions**, we implemented a creative and colourful painting activity to support the **children to learn about the Hindu Festival** and why it is celebrated with colour and music. We learnt about who Lord Krishna is and why this god is so important to the Holi Festival.

Zephaniah and Juliet **used their hands to make paint prints on the car**, and **explored various colours and what effect it has when they combine the colours**. Dylan enjoyed the

sensory experience of rubbing paint between his hands and then stamping onto the paper, moving his hands and fingers around the page. Marley enjoyed the experience of having her fingers and palm drawn around and lifting her hand up to reveal the shape of her hand. Marley held a paintbrush with a **tripod grip** and moved the bristles around making colourful marks on the cards over the template of their hands.



Watching a Holi video clip

To support the children to further **understand and learn about the Hindu festival of Holi**, the children watched a short 5-minute video clip together. The video was regularly paused to explain further to the children what the narrator was saying. The video displayed video clips of people from the Hindu community, celebrating Holi by dancing to traditional folk music and throwing powder paint at each other. The children laughed and giggled as they could see the happy and smiling faces of all those who were celebrating and dancing around to the music, William and Dylan moved their bodies to the music as it began to play.



Physical Development: Moving and Handling - Holi Party



The children were dressed up with headwraps and sarees using colourful chiffon scarves. Some had the scarves wrapped around their waist, some had a headwrap, and others had scarves wrapped around their bodies like a saree. We played some upbeat Indian/Bollywood music appropriate for the children and the children began to dance **in different ways**.

The children used colourful scarves to wave around to the sound of the music. They **moved their whole body to very fast-paced music** and were shown and encouraged traditional Indian dance moves.



Red nose Day/Female Carers Day

To raise money for Red Nose Day we spent a week focusing on a range of fun activities. Comic Relief/Red Nose Day is an ongoing campaign to end child



poverty throughout the world. The organisation funds programs which help to keep children safe and healthy while providing them with support and education. Red Nose Day is celebrated with activities that the children participate in. To help to raise money to contribute to this charity, Rainbow Room was excited to have an 80s disco at the beginning of the week as well as a sports day.

Physical Development: Moving and Handling- What's in the bag? - Sports edition

To support the children's involvement in sports day we introduced them to sports day activities and a 'what's in the bag' special with different objects related to sports and the children gathered around as they sang "let's make a circle". The children are very familiar with this game as they began to sing "what's in the bag" shaking the bag up and down. Phoebe went first and picked out a ball, she held the ball with both her hands and said "ball!". Next, it was Adam's turn, and he closed his eyes, reached his hand into the bag, and picked out a bat. As each child picked out an object they were asked what it is and were encouraged to speak about the object **using descriptive words and phrases** however they know. Adam chose a bat, and as William also chose a bat Adam explained: "Just like Adam". Gabriel picked a motorbike and began to make sounds: "brmmmmm, brmmmmm", so the children were taught that there is motorbike racing



which is a sport.

Juliet then picked a tennis ball and said, "A ball". Then the children were asked a general question; "What do we use tennis balls for?". Phoebe explained; "To hit with the bat".



Physical Development: Moving and handling - Boom box

To support the children with their **gross motor skills and understanding of the theme** we made boom boxes, the children were introduced to a picture of a boom box, and while doing this they also listened to some eighty's music. Zephaniah picked up the paintbrush using a **palm grip** and started to mix his paintbrush in the paint and started to paint the box in a vertical motion. Juliet **mixed the paints together** and found her own way to approach the task as she started to paint her hand to make handprints on the box. Lordell really enjoyed this painting activity as he showed that he liked **dipping the paintbrush into the different colours**. Lordell **repeated**: "orange and green" as it was said.



Expressive Art and Design: Being imaginative and Expressive - 80's Disco

To get our fundraising going, we had an 80s disco-themed party. The children first had some snacks with 80s music, they **bobbed and**



[swayed to the music](#) as they munched and crunched on their snacks. After eating snacks, the children got up to dance, we began by dancing to songs including: 'Thriller', 'I wanna dance with somebody' and 'Funkytown'. The children [moved their bodies](#) to the music, swinging their arms, rolling their arms around each other, bobbing up and down by bending their knees, etc. Star Room then joined us and we had a dance battle. Star room stood on one side and Rainbow room stood on the other side of the room. As the music began to play, they all began to move their bodies, displaying their best moves and giving it their all!

Pasta Necklaces

On the pasta necklace table, Marley and her mum made pasta necklaces. She explained that she wanted to make a green necklace for her mum, so she got all the green pasta and told everyone that the green pasta was only for her mummy and she went on to make a green necklace for her. She counted all the green pasta before putting it on the colourful string. She was then joined by Phoebe and her mum they made red and green necklaces. William joined that table and made a necklace for himself and his carer, he got the string and weaved red and yellow pasta and he concentrated on his fingertips and every time the pasta didn't go through, he kept on trying. Leif joined in and also made a necklace; he rolled the pasta in his hand and showed his carer all the colours that he had.



Female Carers Day continued

We continued the Female Carers theme for another week to carry on celebrating all the children's female role models in their lives to ensure the children that missed out could celebrate it by participating in activities to give to their carers. Some of the activities the children took part in were planting, making fruit salad, and making pasta necklaces. This theme supports the children's [personal social and emotional development](#) as they begin to speak about people and things that are important to them, giving their marks and crafts meaning.



Flower Sun-catchers

To support the children to make things in line with Female Carers Day as well as [give meaning to their marks](#), the children engaged in a painting activity where they used paintbrushes, varying coloured paints, and a plastic sheet to create marks on the plastic. The children were shown a vase of flowers to use as a visual reference and to support them to [make links between the object and what they were supposed to be painting](#).

The children used their [fine motor skills](#) to hold their paintbrushes; they dipped them into the colours of their choice and brushed the paint onto the plastic sheet. Juliet pointed to the vase of flowers and said "Oh, pretty flowers". Marley



pointed to her mark and said “That’s pink for Marley”. Leif used his right hand to grasp the paintbrush and began to stroke the paint onto the plastic sheet, leaving marks of paint in blue and yellow, he said: “I am just painting, and that’s a paintbrush”, as he held a paintbrush to the practitioner’s eye level.

Expressive Art and Design: Creating with materials - Making FCD Cards

To support the children to **talk about people and things that are meaningful to them**, we implemented a card-making activity in which the children were provided with a variety of decorative resources and encouraged to use them to decorate a card for a loved one; mum, auntie, nan, etc.

Juliet, Marley and William showed interest in this activity, William used his **thumb and finger to hold a glue spatula**, he dipped them into the pot of glue, scooping some out and then spread it onto his shiny card. He then used his **own imagination and showed his preferences by selecting the decorative resources** that he wanted to use, **picking them up between his thumb and fingers and placing them onto his card gently pressing them down**. Juliet enjoyed the **sensory experience of using the glue**, she spread it onto her palm and grasped her fingers together, making a fist, and then opening it again. She also enjoyed spreading the glue around both her hands by rubbing her hands together like she is washing her hands.



Maths/Health and Self Care – Sensory Bottles

To support the **children’s control with holding and manipulating tools such as jugs, hammers, etc**, we implemented a **sensory bottle-making activity**. The children used measuring cups to scoop some pink/red water and poured it into their plastic bottles, through funnels. They were then encouraged to select decorative resources such as coloured feathers and white flowers and pushed them inside the bottle. Marley **showed control as she scooped water using a large measuring cup** and slowly poured it into the bottle, using the funnel as she held it steadily. Zephaniah enjoyed the **sensory experience of feeling the water in the large bowl** with his hands, he splashed the water and enjoyed the feel of the colourful feathers. He also **picked up the small white flowers with his thumb and finger, looked closely at the details**, and poked it into the bottle. The practitioner then helped him to select decorative resources, shouting “Ah”.



Bonus Class

Bonus Class: Tiny Mites

The children participated in Tiny Mites as they combined with the baby room for their fun-filled session. The children showed **great listening and attention** as they willingly sat and gazed at Janine as she began the session. She began the session by introducing each Tiny Mite doll and the children joined in with the actions of each doll based on the doll's talent. For example: being a singer and



pretending to hold a microphone or a pianist pretending to play the piano.

Janine then handed out some plastic plates for the children to use like a steering wheel of a car. She began to play the music on her speaker and started singing the car song in which we run through the basic routine of getting into a car and starting a journey in it. i.e., closing the door and putting on a seat belt. Towards the end of the session, the children engaged in the bubble song, as they stood up to pop the bubbles as they floated around the room.

Bonus Class - French



During the French session this week, the children learnt different vocabulary in French, they went through different names of animals in French like dog, cat, horse and rabbit. While doing this they were doing actions like rabbit ears with their fingers and wiggling their tails and hopping up and down like bunnies. Debbie asked them the names of different animals, she picked up a picture of a cat and Lordell pointed to the picture, as he

exclaimed: "cat". Debbie based the session around spring as she spoke and sang about different animals and conversed with the children about the changes they may see in their environment such as warmer weather, the sun shining, flowers and trees blossoming, etc.



Sunshine Room

Healthy eating

As the babies showed interest in our fruit and vegetable activities, we extended the theme for a second week and allowed them the opportunity to explore more fruit and vegetables which promotes healthy eating, and this also linked in well with our Storybook 'The Very Hungry Caterpillar' from World book day.

Expressive Art Design - Healthy Eating continued - Paper plate salad

To further promote healthy eating the babies' aim for the activity was to put a paper plate image of salad items together with the support of the practitioner. This encouraged the babies [to explore and experiment with an increasing range of media and becomes interested in the transformative effect of their action on materials and resources](#). We cut out some pictures of vegetables that represent a salad such as carrots, lettuce, cucumber and peppers and they all observed the images closely, some even attempted to [say and repeat](#) the names [using single words](#).



The children were provided with glue to stick the pictures down. All children used glue spreaders, dipped them into the glue, and spread it onto their paper plates. The children were shown different pictures and were able to say what they were and pick the ones that they liked. Leo and Mia liked using the glue more than sticking and both really enjoyed this activity. Mia pointed at the different foods and wanted to stick them down, Roxanne enjoyed this activity and was able to stick the pictures down, and Jayce stuck the pictures by himself. Vincenzo was supported to put glue on the plate and stick them down. Nell liked to feel the glue between her hands and with the support used the spreader.



Expressive Art and Design and Physical development - Fruit printing

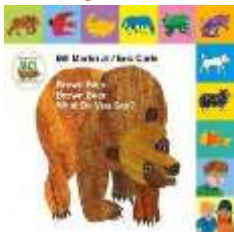
All Sunshine room babies took part in a fruit printing activity in which they used wooden fruit objects with orange paint to **enjoy the sensory experience of making marks in paint** and used a large sheet of paper for our printing. Mia, Leo, and Marlow were very eager to start painting their fruits as they reached out for the fruits and paint following the practitioner's lead. The practitioner named the wooden fruit items such as tomato, orange, pear, and banana. The babies were then shown how to paint them and then print them, they reached out for an object, felt the paint on their hands, and enjoyed printing them onto the paper, they also dipped their fingers in the paint and made marks on the paper. The practitioner pointed out the shapes of the fruit that appeared on the paper and said sentences such as "That's a round tomato" to which they all also pointed, Vincenzo said "Banana," as he sat down and observed a banana. Mia used the pear, Marlow used the orange and Leo used the tomato. This activity supported them in **making connections between their movement and the marks they made.**



Brown Bear, Brown Bear What Do you see?

Sunshine room chose to focus on a storybook for a week following World book day, further extending their interest and learning storybooks and also working towards achieving their target in Communication and language, and listening and attention which is **to listen and enjoy rhythmic patterns in rhymes and stories.**

Physical Development: moving and handling - Making brown Playdough

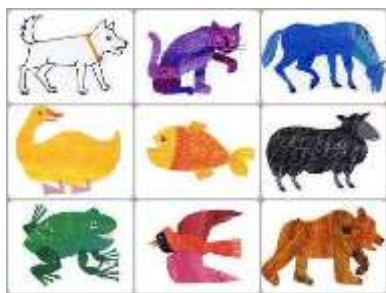


As one of our activities, we chose to make brown playdough which linked to our focus book of the week, 'Brown bear Brown bear'. The babies all took turns to help pour in the flour, and powder paint and helped stir the mixture to form the dough, **encouraging gross motor skills, measuring, and turn-taking**, all the babies were very eager to have a turn. The practitioner took the play dough out of the bowl while it was still sticky and explained that we needed more flour, the babies gathered around closer and felt the play dough **enjoying the sensory experience** as it was sticky. Roxanne and Vincenzo made funny faces and shook their hands away as it was all sticking to their hands, the practitioner reassured them that it was okay, demonstrated, and explained that if we rubbed our hands together it'll come off, once they saw that it was coming off their hands they showed a sign of relief and smiled. Once the dough was formed, the practitioner gave a bunch of the dough to each baby and allowed them to have a feel of it using their **whole hand and manipulating the dough squeezing, pulling, and stretching it.** The practitioner then flattened a circle with her hands and placed it in the middle of the table and made shapes of the



bear's features, once the bear was done the babies looked fascinated and wanted to have a feel of it. They helped add the googly eyes and pointed and said *eyes, nose, mouth, ears* repeating single words.

Communication and Language: listening and attention - Character Headbands



During our afternoon Adult led activity session the babies helped the practitioner create their character headbands, they listened to the *Brown Bear* story again and **focused on an activity for short period**, and helped the practitioner create the headbands. Vincenzo, Marlow, Jayce, Mia, Nell, Leo, and Roxanne were fascinated by each individual headband as they were all bright and

colourful to match the different animals in their storybook. They were given a choice of colour they would like, they were able **to make the link to the story and** name the animal to each colour such as 'blue horse, and green frog'. The practitioner also gave out small images of the animals which the babies stuck on the centre of their headbands. We used our headbands throughout the week and during free play to encourage role play and used them as props during the story sessions which they really used with interest.



Physical Development /moving and handling - Free painting of the story characters

The practitioner prepared five colours of paint in individual trays with paintbrushes and large sheets of paper. The babies were asked who would like to do painting and provided with their aprons. Jayce, Mia, Leo, Vincenzo, and Marlow took part with interest and eagerness to paint. We used the laminated card as a visual which had images of the characters from the story. They each had a tray of paint and they picked up their brush, Jayce used his left hand, and everyone else used their right hand **showing their most dominant hand**, making **random marks on the paper and making connections to the movement and marks**. After a while, Leo painted on his hand **enjoying the sensory experience of paint** which Marlow then copied, he painted his hands and rubbed them onto the paper. The practitioner used keywords to describe their paintings such as *red bird, blue horse, yellow duck, green frog, and the orange goldfish*. The practitioner imitated the sounds the animals make to which Mia imitated the fish's lips. Vincenzo said "quack" as we painted the duck's beak **using single words**, all the babies were focused on the activity for some time **showing good concentration**.



Red Nose Day/Female Carers Week

The babies were introduced to Comic Relief/Red nose day by carrying out fun activities over two days and raising money for the event. This included an 80's theme disco dress-up with the practitioners on the first day, they enjoyed dressing up in bright-coloured clothes and accessories and we had a party in the afternoon with snacks, 80s music, and dance. On the second day, the babies and staff wore red sporty clothes and carried out some fun games and explored the red set-up.



Personal Social and Emotional Development - 80s Disco Party - Making Relationships

To begin raising money for Comic Relief/Red nose day the babies first enjoyed their yummy snacks while some 80s music played, the babies began getting excited and couldn't keep still when eating their snacks **as they were moving their bodies to the beats of the songs and waving their hands**. Once they finished their snacks they got up and danced away.



Some of the babies got

up to dance straight away while others sat back and **watched as they were fascinated by the way they were moving and started interacting with them by coming close and joining them in dancing**.



Physical Development - Sports and games - Moving & Handling

We held a mini-indoor sports day, the practitioner set up different activities like knocking the cups, throwing the ball in the baskets, tunnels, and jumping and balancing games too. Ruby picked up the ball and gently placed it into the box, Jayce then took a turn to get the ball into the basket, he had a couple of turns **trying to aim the ball into the basket**, he then went closer and took another turn and eventually got it into the box and yelled in excitement. The practitioner supported Nell as **she grasped hold of the ball and slowly walked forwards**, and she gently let go of the ball and watched it drop into the box. The babies also took part in outdoor games with balls, hoops, bean bags and knock-the-tins, and a mini obstacle course.



As the children sat around the mat, we used the small tunnel for the babies to crawl in. The practitioner demonstrated and showed Marlow by **using hand gestures to sit down and crawl inside** he then understood what he was supposed to do. Ruby had a turn and crawled in very fast and came out through the other side giggling as she found this amusing.



Expressive Art and Design - Decorating photo frames – creating with media and materials

With Female carers day approaching the babies created some creative activities such as making photo frames and flowers.

The babies were provided with some glue, sticking resources such as sequences, gems, flower stickers, tissue paper, etc, and a readymade frame. The frames were of different colours too and the children **selected a colour of their preference**. They all enjoy using the glue, some dipping straight in with the brush or stick and then transferring it onto the surface aiming for their frame, they did so for some time covering their surface in glue. Then they were all encouraged and supported in sticking bits on to decorate using **their pincer grip** and **manipulating objects using their hands**. Vincenzo and Marlow noticed the different stickers, especially the bees, and butterflies, they **point with the first finger, sharing attention with an adult** as they repeated the words after the practitioner. Ruby was babbling to herself enjoying the activity being engrossed in picking the small pieces and taking them off the frame and on the frame.



Female Carers Day/Spring

We extended the babies' interest from Female Carers' Day into Spring as it linked well with flowers and planting and the use of pastel colours. The babies also had the opportunity to learn about St. Patrick's Day which was on Friday 17th March therefore we included some simple activities with the theme and colour green being set up in the room.

Physical Development: **Moving and handling/Communication and Language - Pepper Printing**

The babies did some pepper printing as they **enjoy the sensory experience of making marks with the paint**.

The practitioner prepared this activity by making some green paint, cutting a pepper in half and placing a large sheet of white paper across the table. The reason we did pepper printing and used green paint was to link it to our theme 'St. Patrick's Day, the inside of the pepper imitated a clover leaf which also links back to our theme.

We also had a collage of green items related to St. Patrick's Day placed in the middle of the table to use as a visual representation.

The babies enjoyed taking turns using a brush to paint the sliced pepper and then the practitioner demonstrated what to do once the paint was on the pepper.

Marlow and Vincenzo were very eager to have a go. Once the practitioner passed the pepper to

Vincenzo, Vincenzo giggled excitedly and couldn't wait to press the pepper down onto the paper, **once he lifted the pepper and saw the mark that it created noticing the connection between the marks they made**, he said "pepper" and continued to carry on making more marks across the paper. Marlow enjoyed dipping his brush into the paint and painting over the pepper repeatedly. Jayce held out his hands to Marlow showing he wanted a turn with the pepper, Marlow held it close to him and said "mine", **using single words**.



Communication and Language Speaking- Green Play Dough Making



The practitioner took a small group of babies and gathered them around the table to make green playdough, we focused on the colour green as it was the colour of the theme for the week. Some imitated the keywords such as *green, flour, bowl*. Vincenzo picked up the flour packet and as the practitioner passed him the measuring scoop to use for the flour the practitioner said, "Vincenzo took two scoops of flour and poured it into the bowl", Vincenzo said "flour, two", with the help of the practitioner he then slowly took the flour out and poured it into the bowl proudly. Leo then scooped out some flour and put it inside the bowl, the rest of the babies watched closely and patiently waited for their turn. Mia poured the water in, while Roxanne took the wooden spoon and mixed the flour in a circular motion. The aim of the activity was to encourage them in using everyday words and putting two words

together.

The babies were able to see the consistency of the dough as the practitioner took it out of the bowl; they saw that the dough was sticky and stretchy. The final ingredient was cooking oil which helped the dough stay glossy. The babies were also able to watch every step of this activity and see how the flour can be turned into a dough by adding different ingredients and mixing it together, this activity also helped them to develop good hand-eye coordination and fine motor skills, and able to explore their senses; touch, sight, and smell.

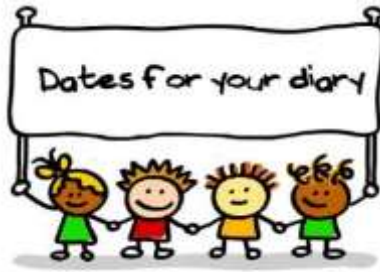


Bonus Class

Yoga

The babies participated in a yoga session, each baby had their own yoga mat. Vincenzo and Mia really enjoyed the Yoga session, they watched the practitioner carefully and tried their very best to copy the yoga positions, often watching, following, and imitating each other in their play and will experiment with influencing others and cooperating together. Mia kept going into the 'downward dog' position, and Vincenzo watched her carefully and copied. Marlow and Jayce kept coming and going, they first started off by watching the practitioner carefully and trying to copy the moves, shortly after they started crawling around the room and following each other and found it very amusing which shows growing self-confidence through playing freely and with involvement. Ruby sat on a yoga mat beside the practitioner and enjoyed watching her peers participate in the yoga session.





Easter Holiday

Last day Thursday 6th April (Nursery will close at 4 pm)

– Re-opens 17th April 2023

Fri 7th April – Public Holiday

Mon 10th April – Public Holiday

Eid Holiday

Around Friday 21st April

Inset day

Friday 28th April – Inset Day

Bank Holiday

Mon 1st May, & 29th May

Male carers days

Friday 16th June (8.30am to 11am)

Eid Holiday

Around 29th or 30th June (To be confirmed)

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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>

Have a look at some of our lovely display pictures from some of our themes throughout the month

