



Our annual summer trip to Whipsnade Zoo

A very Happy Birthday to Blue Jean !

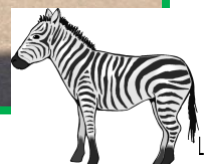
We had an incredibly successful trip to Whipsnade Zoo this year for our annual summer trip attended by our children and their families. A total of 67 people attended from Ottaway Nursery and from the feedback provided we can proudly say that it was an enjoyable day out for everyone.

A total of 27 staff, children and their families also joined us from our Brook site.

Most people highlighted that they enjoyed the “beautiful views”, the wide variety of exciting animals at the Zoo, and having a picnic lunch together with all the staff, children, and their families. They also really loved the train that took them around to see the animals, which gave everyone’s legs a little break from all the walking! One parent commented that they really cherished the opportunity to see their children play with their friends outside of the nursery. All the parents were pleased with the travel arrangements to and coming back from the zoo. The parents commented that the coach’s journey was comfortable, calm, and relatively quick. One parent commented. “The coach journey was great; it was smooth and easy.”



We would like to thank all the staff that did an amazing job in contributing to the preparation of this trip, you have all been amazing!





Exploring the variety of Zoo



animals





Parent Notices

Please call the office by 9.30 am or 1:30 pm to inform us of any absences or late arrivals for the morning.

and afternoon sessions respectively.

No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.

Please return nursery spare clothes as soon as possible. Parents are welcome to donate clothes to the nursery such as socks, hats, and T-Shirts.

Please support us by folding your buggies and storing them in an orderly fashion ensuring that you do not obstruct the pathways.

- Please ensure your child does not bring toys to the nursery, we will not be responsible for any toys that are lost.
- Please ensure your child does not bring any coins/money into the nursery in their pockets.
- Please provide extra clothes and nappies for your child's sessions throughout the week
- Please ensure you apply sun cream to your child before coming to the nursery during the warm weather.
- Please ensure you collect your child on time to avoid our late payment fine.
- **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates.
- If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com
- **Tapestry:** If you need support accessing Tapestry, please contact admin at; office@rooftop-nursery.com

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

A reminder of the Bonus programmes offered at Rooftop Nursery

Bonus programmes	Room	Days & Times
French sessions	Star Room	Wednesday (Fortnightly) 11:15am
Football	Star Room	Tuesdays (fortnightly) alternating between 9am & 1pm
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 (Fortnightly)

Sunshine Room

The Zoo

We planned zoo animal activities following our trip to Whipsnade Zoo, Achike, Jayce and Mia had already shown interest in some animals. We included animals in the small world set-up, and animal printing as the children enjoy painting and carrying out animal hunts in the garden. We also incorporated many books about animals such as *Walking through the Jungle*, *Dear Zoo*, *Rabbits Don't Lay Eggs*, and *Day at the Zoo* as well as our new zoo resources to support the children's interest and learning.



Expressive Art and Design – Creating with materials: Zebra Painting

The babies were provided black and white paint in the tuff spot to represent the colours of a zebra. The practitioner first poured the white paint onto the tray and then added the black paint drizzling it over the paint, using lots of language to comment on what she was doing. She encouraged the children to mix the colours together using the zebras and paintbrushes. The babies enjoyed mixing the two colours



together, Sandara used her hands to mix up all the paint, **noticing and becoming interested in the transformative effect of her actions on resources.**

However, Jasper didn't enjoy the feel of the paint and used a paintbrush instead, he mostly observed his peers and the practitioner. Jasper picked up the toy zebra and trotted on the paint with it. Ibraheem also had a toy zebra with him and began **imitating** Jasper as he tried to reach for the paint. Sandara really enjoyed the sensory painting, and she did some handprints on the side.

Communication and Language: Speaking - What's in the bag?

Sunshine Room children took part in their language session with the practitioner where they were provided with a range of items that were placed in a closed bag. The children were instructed to take turns and select one item from the bag and show all their friends and the practitioner. The practitioner sang the song "What's in the Bag" and then called the children's names to look inside the bag one by one.



The practitioner prepared the bag with the zoo theme by adding the Dear Zoo book and some zoo animal toys. Nell, Sandara, Mia, Leo, and Ibraheem sat in a circle around the practitioner. Sandara pulled out a tiger and made a "roar" sound, the practitioner used single words to describe and name the animals. Nell pulled out the Zoo book and we looked through the story, this encouraged the **babies to point out** the animals they saw and **use single words** as they named them. When it was Nell's turn, she pulled out two giraffes and was encouraged to name and describe them. Mia repeated after the practitioner and said 'Tiger, giraffe, monkey'. Leo **attempted to say some sounds and words.**



Physical Development/moving and handling - Elephant Masks



Sunshine Room participated in making elephant masks, they had elephant-shaped paper plate masks and used grey paint to paint it with paintbrushes. The practitioner used an elephant on the table during the activity as a representation so the children could see and **make a connection** with what they were painting. Achike enjoyed looking at the elephant while painting his mask and he kept referring to it when speaking to the practitioner **making connections between the movement and the marks they make.**

The practitioner verbally labelled each part of the mask to build children's understanding of different animal features such as the ears, trunk, and tusks. Achike repeated after the practitioner **imitated and used single words.** When the practitioner asked Nell where the elephant's eyes were? she looked down but then noticed that the elephant did not have any eyes. Ibraheem enjoyed using his hands to paint instead of the paintbrush and loved dipping his fingers in the paint **enjoying the sensory experience of making marks in**



paint. Jasper kept dabbing his paintbrush onto the mask using his right hand, [showing a preference for a dominant hand](#). When the practitioner pointed out the parts that were not painted on the mask, Achike quickly grabbed his paintbrush and finished painting it as well.

Sensory play

Sensory play has so many benefits for our young children and builds on their growing interest and skills which helps develop not only their brain development but supports communication, social skills, and fine motor skills through tactile play. The children got to explore using their 5 senses. The children showed a fascination with exploring water, dry textile materials, treasure baskets, damp sand, and much more.

Personal Development Health and Self-care - Waterplay and Washing Dolls

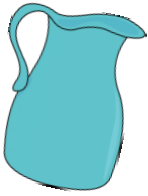


This afternoon the practitioner prepared a doll washing station for the babies. She placed a trough spot in the garden and filled it with some water and baby dolls along with some loofahs, for the babies to scrub and wash the dolls. [This allows the babies to have a simple understanding of the concepts of cleaning and washing](#). The babies didn't show much of an interest at first as they were on the other side of the decking, playing by the sand pit and cars but when the practitioner called them over, they came gathering around. The practitioner explained to the babies that we will be cleaning the dolls and washing them. We added some soap to the water to create some bubbles, Nell repeated the word "bubbles" and Sandara giggled as she splashed the water.

[The babies were actively involved and were able to create the bubbles themselves](#). Leo immediately knelt down and started splashing excitedly. Sandara picked up one of the baby dolls and was interested in the doll's features as she was touching the doll's eyes and nose, the practitioner then started singing Head, shoulders, knees, and toes and Sandara joined in. [This shows awareness of the different facial features and the ability to make a link with prior knowledge](#). Nell enjoyed splashing her hands in the water and found it amusing. The practitioner showed the babies how to wash a doll, and the babies helped pour the water all over. [The idea of being clean and washing the dolls was explained to the babies but they were mostly interested in splashing the water and creating bubbles](#).



Physical Development Moving and Handling - Dried food Play.



Sunshine Room spent some more time engaging in sensory activities to help develop their physical skills. The practitioner set out a dried food sensory tray. **This allowed the babies to feel different textures to enhance their sensorial development.**



The practitioner filled the tray with sand, pasta, Weetabix and baby rusk biscuits. Sandara, Jasper and Ibraheem participated in this activity and enjoyed feeling the different textures in the tray. Sandara enjoyed using a spoon to scoop out the food and pour it into a steel jug, once the jug was filled, she poured it out and repeated the steps.



Jasper used a big sand roller to roll over the sand and food, while Ibraheem found it amusing to use a small, sieved spoon to scoop the sand with one hand and use the other hand to run his hands through the food and enjoy feeling the texture. **The babies were able to develop their hand-eye coordination by transferring the sand into the pots and mixing the mixture of foods with spoons.**



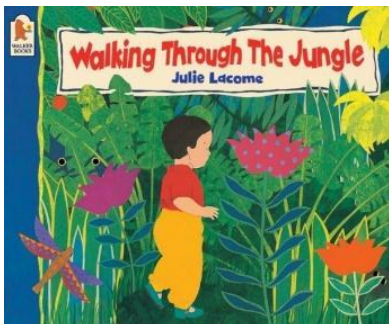
The practitioner also made textured sandcastles with the babies, we added sand and some pasta to a pot and squashed it in. We emptied the pot in the tray and lifted it up to reveal a sandcastle. Sandara

enjoyed making sandcastles and lifting the pots, whilst Jasper and Ibraheem liked to squash the castles with the wooden spoons. **This allowed the babies to create using the different ingredients but also use their motor skills to build and squash the sandcastles.**



Rainbow Room

Walking in the jungle



Rainbow Room have been focusing on the story, *Walking Through The Jungle*. The story takes place in a jungle, so we have enjoyed lots of jungle-based activities such as creating jungle pictures, role-playing with wild animals, playing with different jungle animals, and learning the song 'Walking Through the Jungle' after our trip to the Whipsnade Zoo.

We transformed our construction area into a jungle with wild animals, created our own lions, made a mosaic of a parrot, walked through the jungle story bag, and made animal ornaments with salt dough.



Expressive Art and Design- Creating with materials: Painting A Lion

There are many benefits of painting for children including **sensory development**, colour learning, **fine motor development**, exercising creativity, being able to express emotions, and building self-esteem.

Painting is also a great activity to help teach the about concepts like shapes and letters in a fun engaging way. The children focused on a collage of a lion using orange paint. We practiced developing our fine motor skills by to grasp the **single-handed tools** and do a **range** such as lines, dots and zigzags.



children
and
creating

learning
of marks



Maya, Hazel, and Juliet started painting with joy and **enjoyed playing with colour in a variety of ways, for example, combining colours**. Maya and Juliet engaged in conversation and spoke about their achievement. For example, Juliet started off by making circular marks on her paper plate, she then showed her work to a practitioner and said 'I did it' with joy and excitement on her face. This was a great way to build the children's **attention span**, for example, Hazel spent over three minutes combining two colours together, she made five horizontal lines followed by circular lines.

Physical Development- Moving and handling: Parrot Mosaic



As part of the visit to the zoo, Rainbow room children created a parrot art piece. They spread PVA glue over a parrot template and then stuck on small colourful cutouts to create a mosaic effect. The following children took part in this activity: Maya, Juliet, Leo, and Gabriel.

The children are beginning **to show a preference for their dominant hand** and **showing increasing control in holding, using, and manipulating a range of tools and objects such as glue spreaders, and mark-making tools**. The activity sparked some of the children's interest in **socialising and learning to share the materials and tools**.



For example, Gabriel **engaged in conversation** with Maya and spoke about the colour cutouts he used to create his mosaic work. Once he had finished, he spoke to the practitioner and asked her to write his name on the paper. Using this opportunity, we engaged in open-ended conversation and spoke about parrots and where they might live, and what types of food they eat. The children looked at different parrots and talked about the size and colours of the feathers.



Literacy: Reading / Walking Through the Jungle story bag

Following on from the children's interests, we read the story Walking Through The Jungle during circle time. The children loved **listening to the story**, **made different animal sounds**, **repeated the catchy phrases** and **even anticipated** what animal might come next. The children used their **imagination** and explored the jungle and the practitioners focused on building the children's **vocabulary**.

To make the session even more fun and engaging the children each **took turns** to pull out an animal from the bag and name it. This was a great way to encourage children's language skills and build on their attention span.

Transport

Rainbow Room children have been using their observation skills to spot different transport vehicles in the environment. Adam, Rishi, Mia, Vincenzo, Leo and Jayce love spotting airplanes, and helicopters and watching ambulances and cars drive by. Therefore, we focused our attention on different types of transport and what they are used for. We created a hot air balloon, made a 3D vehicle using junk modelling resources, and set up a car wash station on outdoor play, we worked as a team and raced around the room to see which car goes the fastest.

Expressive Art and Design: Creating with materials: Hot air balloon.



paid attention to detail to create the hot air balloon.

Fingerprinting is a great way for children to explore, learn and develop through sensory play as well as build on their concentration skills. Rainbow Room loved getting their hands messy as they felt the texture of the paint and experimented with colours to **create different patterns** on their hot air balloon. The children were very creative and

The practitioner guided the children to dip their fingers into the paint and press on the bowl to create the print. Leo and Mia were fascinated with this activity and implemented their own ideas. For example, at first, Mia used her index finger, she then started using her hands to create handprints. Observing this, Leo started copying her and did handprints himself. Through this activity, they **showed interest in the transformative effect of their action on the materials and resources of the paint** and enjoyed decorating their hot air balloon. The children **continued to explore and experiment with an increasing range of media and**



movements. For example, Maya spoke about the colours she wanted to use for her hot air balloon such as red, orange, and green. As Maya created prints, she observed some changes in colour and pointed them out to a practitioner.

Expressive Art and Design: Being imaginative and expressive: Junk modeling.

Another exciting activity we carried out was junk modeling which was used to create a 3D model of vehicles. What great fun we had as the children used **their imagination skills** and developed their ideas and design. The children showed a **can-do attitude** and **confidence** as they investigated the materials. It was really nice to see the children using language to share their **thoughts and ideas**, for example, “I’m sticking this one” said Roxanne as she combined paper plates and kitchen tubes together.



Mia used the kitchen tube as a telescope. Maya used a paper plate and a bottle to create a rocket, she added more details by adding crepe paper to create a fire effect. Mia and Leo joined in and started spreading glue as they held the stick using a **digital grasp**. Leo spread the glue on his hand and started feeling the texture. “Oh no” said Leo as he looked at his hand and smiled at the practitioner.

Many of the children have started **using everyday words**. For example, once Maya had completed her model, she showed her work to a practitioner and said, “Look I made a rocket”.

Physical Development: Moving and Handling

Our car wash activity incorporated so many aspects of hands-on learning as well as being fun. The children absolutely loved this activity as they spent hours washing, scrubbing, and rinsing the cars. There were lots and lots of conversations between small groups of children during this activity. Roxanne, Rishi, and Zephaniah worked together to make all their vehicles sparkly clean using different shapes and sizes of sponges, and most importantly brilliant teamwork! They then decided together that they could use buckets to wash off all the bubbles – super problem-solving skills!



Special people in our life

Sadly, we said goodbye to Rishi this month, we wish him all the best for his new adventure ahead.

For children to grow and thrive in their development, it is essential for them to build secure, fun-loving attachments with peers and adults. We focused our attention on building and developing our social skills in Rainbow Room. Especially as we are approaching a new term with children settling and transitioning into new routines, we explored different ways of supporting the children to develop friendships and understanding about sharing without becoming too overwhelmed. We used books like *The Rainbow Fish* during story times, made some friendship ornaments, learned new songs, made a collage of *Rainbow Fish*, and portraits of special people using the transient art resources.

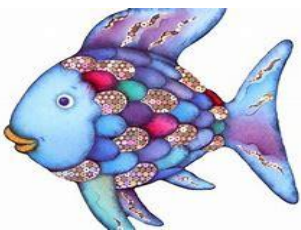


Physical development: Moving and Handling / Making friendship ornaments.

We love getting our hands messy in Rainbow Room, and what better than making playdough from scratch? The following children took part in this activity Mia, Vincenzo, Leo, Maya, and Zephaniah. The children did very well in **maintaining their attention and following the instructions** given by the practitioner. For example, the practitioner asked the children to scoop 2 spoons of flour, half a spoon of yellow paint powder, a quarter cup of water, and 2 drops of oil into their individual bowls. The children did so well as they practiced learning **to hold, use and manipulate a range of tools and objects**. Once the play-dough was ready the children used their hands to knead, roll, squish, mould, and flatten as this will further help to **develop the muscles** that are used for **fine motor movements**.

Throughout the activity, the children were very **vocal and expressed their thought, ideas and interest**. For example, Maya spoke about how proud she was of herself as she mixed the ingredients. Vincenzo spoke about the texture and described the dough as sticky. The children further **demonstrated their views** by selecting their choice of shape cutters such as flowers, fish, and hearts. The children then took the dough ornaments as a gift for their loved ones.

Literacy development: Reading / Reading Rainbow Fish



During circle time we read *The Rainbow Fish* story. The children all sat in a circle carefully listening to the story about the fish. All the children were very keen on **using single words to talk about what they have seen**. For example, Leo kept repeating the word “Fish” while pointing toward the picture.

As they listened to the story, we explored some emotions that the characters in the story were feeling. We spoke about things that make us feel better when we feel sad and what makes us feel happy. Some of the children were asking simple **what and why questions** relating to the story and **shared personal preferences such as their likes, dislikes and favourite events** in the story. For example, Maya asked what the shiny part of the fish is, Roxanne looked at the picture of the wise



octopus and said “he's got loads of legs”. All the children got involved and made some great suggestions.

Expressive Art and Design: Creating with Materials & Being Imaginative and Expressive: Transient Art / portrait of loved ones.

Rainbow room children participated in another exciting activity using the transient art resources. Transient art encourages children to be spontaneous in **creating and recreating their ideas**. Rainbow children used loose natural materials to create transient images of their loved ones. They used shells, pegs, bamboo rings, stones and conkers to represent different parts of the faces.

For example, conkers were used for the mouth and stones were used for the eyes. Some of the children used the materials by **joining pieces and stacking vertically and horizontally** within a photo frame. For example, Vincenzo used four shells and some flat stones and placed them in the middle of the picture frame. Mia used the conkers and shell; she arranged them by placing the items outside of the frame and Leo arranged the stones in a line to create his masterpiece.



Communication and language: Speaking & Listening and attention / What's in the Bag.

Rainbow room children took part in a what's in the bag activity as part of our language group. All the children sat down and **maintained focus** as the practitioner carried out the session. The children started **playing with sounds, songs, and rhymes** and copying the practitioner by singing the first few lines of the What's in the Bag song. Vincenzo, Henry, Maya, Mia and Leo all **took turns** to take an object out of the bag. “An octopus,” said Vincenzo, “Fish,” said Henry, and “seashell,” said Maya, “crab,” said Mia. The children are learning **new words very rapidly and are able to use them in communicating**. We focused on extending the children's vocabulary by encouraging them to describe the features of the animals, count the number of legs on the octopus, and talk about the size and colour, and possible habitats.



Our Feeling

Rainbow room children have been busy learning about emotions and looking at different ways of managing their feelings. The children selected from the four emotions: happy, sad, angry, and afraid to create a mask. We used play-dough to create facial expressions on the templates. We read books such as The Colour Monster and Hands Are Not For Hitting and talked about feelings and practised showing different facial expressions and body postures that we might see with different emotions.



Physical Development: Moving and Handling / Playdough and Feeling Mat



Playdough mats are fun, exciting, and creative and can help children get comfortable with understanding and naming their different feelings. Roxanne, Leo, Mia, Rishi, Maya, and Vincenzo took part in this activity. Maya and Roxanne **manipulated a range of tools and equipment in one hand**. 'I did it' says Roxanne, "it's sticky," said Maya who then poured more flour into her mixture.

All the children were so engrossed in **developing their fine motor skills**, by

kneading, squeezing, squishing, pulling, and patting the dough. Rishi was so excited to create his facial expression as he ripped some dough and pressed it down on the template. Maya ripped several small pieces of dough which she used to add eyes, nose, and a mouth. "Look it's happy," said Maya as she showed her work to a practitioner. Roxanne created hair, eyes, and a nose and said "Look sad now" as she showed her work.



Expressive art and design development: Emotions mask

Rainbow room children participated in making emotions mask. The practitioner encouraged all the children to take part in the activity. Maya was first to go to the table and she asked the practitioner 'What are you doing?'. Maya is **using questions about why things happen and gives explanations**. The rest of the children came when the practitioner showed Maya how to do it.

They all received one paper each and they were using the water colours to represent what they were feeling. Maya used the colour yellow, the practitioner asked Maya how she was feeling, and she said that she is feeling happy, and she wanted to take it home and show mummy. Vincenzo used green, and he was using the paintbrush and painted different strokes around the paper. Jayce proudly showed off his picture to the practitioner. Vincenzo **experimented with ways to enclose a space, create shapes and represent actions, sounds and objects**. Mia also used green, and she made squiggly lines around the paper. Jayce and Zephaniah shared green and black and they were making squiggles around the paper. This shows that Rainbow room children **enjoy and respond to playing with colour in a variety of ways, for example, combining colours**.



Star Room

Football



Star room children focused on settling the children that have moved in from Rainbow room such as Juliet, Marley, and Leif. The practitioners supported them by going through the golden rules and enabling them to make new friendships with one another. This was done by mixing them in different groups with the children during activities so that they can build bonds with the older children. Star room also concentrated on the Fifa World Cup which allowed the children to get active and focus on playing football.

Expressive Art and Design: Creating with Materials – Paper plate footballs.



To commemorate the FIFA Women's World Cup, we made paper plate footballs. The practitioner had already prepared the activity by getting the children to roll the white tissue paper into small balls and providing black paint, and paper plates. The children gathered around the table and were curious about what was happening. The practitioner asked, "Who remembers last year's world cup?" to which Emmett replied, "I do, I was supporting England's Team".

The practitioner demonstrated how to make their own footballs and said, "It's the Women's world cup this month, so we will be taking part in lots of football-related activities". Philip said "I know how football looks" while pointing at the pictures he saw, [beginning to use more complex sentences to link thoughts](#). Juliet was excited to touch and feel the black paint, [exploring textures and colour](#).



Nicholas and Dylan spread their paint everywhere on the plate. Marley and Alaia were being very careful and precise with their painting, making sure they didn't go over the drawn lines. Alaia said, "We have a football like this colour at home too". Gene said, "How about we also listen to football music?" to which Soul quickly said, "yes play the waka waka Africa song". As they continued to make their footballs, we listened to different world cup songs such as Dreamers, Waka Waka, Haya Haya and many more. The children then began to dance to the music using the space around them successfully, while enjoying their dances and

waiting for the next song, all while [dancing with spatial awareness and negotiating space successfully, adjusting speed or direction to avoid obstacles](#).

Understanding the World: People and Communities –

Decorating shirts

Star room also participated in decorating their own football paper shirts. The practitioner had already cut out different colour shirts, giving children a variety of choices and provided crayons, small bits of paper and glitter for the children to decorate them. Thomas, Amaya,



Nicholas, and Dylan were eager to decorate their shirts.

The practitioner modelled how to decorate the shirts and write their names on the back. They all used their own initiative and imaginative skills to create with materials. Marley and Phoebe were very precise and made sure they made it as beautiful as they can, **developing an understanding of using lines to enclose a space and beginning to use drawing to represent actions and objects based on imagination, observation, and experience**. Amaya said 'I support the Spain team', while Lowen said 'I support Manchester city', **showing interest in the lives of people who are familiar to them and enjoy talking about**.

Settling children and Sensory play

Star room also concentrated on 'Pasta exploration and Sensory Play'. This enabled the children to use their thinking skills to find ways to use spaghetti and pasta instead of just breaking it into pieces. Using sensory play also allowed the children to use their hands and feel different textures that they may not be very comfortable with.

Mathematics- Counting: Making bracelets/necklaces



Star room took part in painting pasta and making bracelets or necklaces. The children were able to choose what colour they wanted to paint their pasta, giving them a choice of colours. The children each had their own bowl of pasta which they painted.



As Nicholas painted his pasta, the practitioner asked, "How much pasta are you painting?" Nicholas looked inside his bowl and pointed to each and said, "I painted 6 pastas", **which shows he understood the simple question**. The children shared what they were planning to make, either a bracelet or necklace.

Once they painted their pasta the practitioner gave the children ribbons, they concentrated whilst threading the ribbon through the pasta, demonstrating increased attention span. Peggy, Nicholas, Thomas, Emmett, and Gene confidently put the ribbon through holding the pasta with one and putting the ribbon through with the second hand, showing their ability **to manipulate a range of tools including ribbons and equipment in one hand**.



All the children were **able to confidently count to and above 10 objects from a larger group** when counting how many pastas were on the ribbon. The children were also able to say what the colours were before and after they were mixed, building on their colour mixing skills and

predicting what colour it would turn into, [exploring colours and how colours can be changed](#).

Communication and Language- Speaking: Making dinosaurs with pasta



Star Room took part in making dinosaurs or humans using spaghetti. This activity got the children to practice their fine motor skills as they held the pasta with their fingers and used their own imagination to decide how their dinosaurs looked. The children were asked to gather around the table in groups of 3, and the practitioner explained that they would be making a dinosaur body or a human body out of the different types of pasta (long spaghetti, macaroni, and fusilli pasta).

Soul expressed to the practitioner that he was making a dinosaur body, he spread glue and began cross-referencing the picture of the dinosaur with the one he was sticking on the large black paper, as [he looked closely at similarities, differences and patterns](#). Dylan and Nicholas were making their bodies, Dylan used the glue and said to the practitioner, “Look I did a circle for my face” [he used language to share his thoughts](#). As he did that, he began sticking the macaroni and the fusilli pasta on the glue. As some children struggled with sticking the pasta on the paper, the practitioner asked the children if it was sticking to their hand because they were putting the glue on the pasta and asked them what they could do differently. Thomas said, “We can put a lot of glue on the paper and then stick it”, [This shows his understanding of what, why who questions](#). Doing this activity, the children were able to relate to the body parts that they learned a few weeks back such as ribs and a heart.



Exploring around the world

Star room children focused on ‘Exploring around the world’ and fun activities for the last three days before the summer holiday. The children have shown interest in looking at the globe, and asking the practitioners where their countries are on the globe likewise during the World Cup a while back as the children watched highlights and talked amongst themselves about the different countries they had been to and how they got there.

Communication and Language-Speaking - Making Earth



The children participated in creating the Earth and the continents. The practitioner cut out small bits of blue paper to use as oceans and seas and green paper shapes so that they can add continents to their earth. The practitioner asked the children “What shape is the earth?” and they all said, “It’s round”. Thomas added, “It’s a circle shape”. As the practitioner demonstrated the activity, Thomas said



“The blue paper is for the water isn’t it”, **building up vocabulary that reflects the breadth of their experiences.** Peggy agreed with him.

The practitioner asked the children what country they come from, Thomas said, “I’m from Poland and Australia”. Emmett said, “I’m from England”. Peggy and Marley said, “I don’t know where I’m from”. Soul said he’s from Africa. Nicholas added, “I went to America on holiday”. They **listened to others in one-to-one or small groups, when conversation interested them.**

Alaia asked the practitioner where to add the continents and was advised wherever she liked. Emmett made big lakes. Dylan, Nicholas, Juliet and Soul joined in. Juliet enjoyed spreading the glue all over and added the blue oceans. Soul and Dylan wanted to add various different continents such as Antarctica and North America. The children demonstrated that they can focus **their attention – can still listen or engage in the activity, but can change their own focus of attention when their name was called or asked questions.**

Understanding The World- People and communities: Making Passports

Star room children participated in making passports. This activity allowed the children to talk about the different types of transport they have been on, where they have gone, what a passport is and when it is used for. The practitioner printed their picture, different modes of transport, a sentence with their age, different animals they could have seen, their favourite colour and many more. The children were able to identify themselves. They explained to the practitioner what countries they have been to. Thomas mentioned Poland. Peggy mentioned Portugal, and Soul said England. Emmett then asked the practitioner what countries she has been to. The practitioner said she went to Jamaica, America, Portugal, and Spain. To which Emmett added, ‘I’ve been to America’, **showing interest in the lives of people who are familiar to them.** Peggy said she has been in a swimming pool, but it was when she was a baby. This activity encouraged the children to **talk about some of the similarities and differences in relation to friends or family.**



The children had the option to add bikes to their passports if they have ridden one. Thomas said to the practitioner that he only takes the car and the aeroplane, and he hasn’t been on a bike before. The children were engaged in the activity for a long period of time. They asked one another what animals they saw whilst they were on holiday or whilst they have been in England and some mentioned the animals they saw in the zoo.



YOUR NURSERY

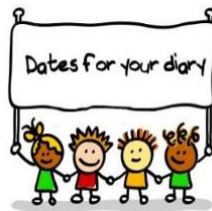
Roof top nursery

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roof.topnursery

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 18 the amazing pictures.
Look out for all updates.



Summer Holiday

Last day Wed 16th August - Nursery closes at 4pm
– Re-open Tuesday 4th September
Tues 4th September - Inset day

27th Month Review

Thursday 7th December

Parent's Afternoon

Friday 8th December

End of year Party

Wed 20th December (3 pm to 5 pm)
Nursery closes at 5 pm

Nursery Reopens
Wed 3rd January 2024

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>

Comments/ Suggestions

Please feel free to write any suggestions/comments you may have on the space below and return the slip to the office.

Name (optional): _____ Date: _____