

October Birthdays

A very happy birthday to Marley, Marlow, Juliet, Ruby, Juno, & Bradley



Roof Top Nursery celebrated its 17th Anniversary one day of fun-packed activities, food and special guest. The children had the opportunity to engage in various activities. There were all

sorts of fun things from a bouncy castle, face painting, decorating face masks, making personalised keyrings and even selling some yummy treats. We hope everyone who had the opportunity to attend this event enjoyed it and made some special memories with your children.

We managed to raise a whopping **£1,200**, which will be used to buy additional resources for the children in each room.



Thank you to all the staff members that went out of their way to bake the delicious cakes and dishes and for preparing all the resources for the activities, we couldn't have done it without you all! We would also like to announce our Raffle prize winner this year at Ottaway:

Congratulations to our raffle prize winner, **Vincenzo** well done, and we hope you liked all the goodies in your hamper!





celebrate!



A little bit of Rooftop history

Roof Top Nursery was founded 21 years ago by Hafiza Bhaiyat, who at the time was a young mother looking for childcare in Hackney that she felt was best for her child, and after visiting many nurseries she was inspired to open up her own nursery. Her vision was to provide childcare to the children in Hackney and like most parents, she yearned for a fun, safe environment that provided individual care for their child and see each child as a unique individual.



After five long years of searching for a suitable location, sourcing an architect, and contractors, obtaining planning permission, and demolishing the old school keeper's house at Benthall Primary School, a purpose-made building was built for children to develop in all areas of learning. With no previous experience in business or childcare, Hafiza gained her qualification and expertise by looking after children in other settings whilst the project blossomed into something very beautiful. The business has since grown into a successful and viable nursery.

But Roof Top Nursery is not just a Daycare nursery it is a space where the owner creates love and passion within her team and inspires vision amongst the team. The children are loved and cared for, and the team and children are given a secure space to make them feel at home. As we see the children develop into confident individuals watching them walk down the street after school as proud individuals give the owner and workforce strength to continue the passion. 20 years on, this story still continues to blossom and grow, and we wish many, many happy enjoyable years for Roof Top Nursery.

Manager's comment: Looking back at the years, we have achieved plenty: stories have been captured, new themes and concepts have been learnt, and songs have been memorised. Reams of paper and craft supplies have been used. Every day we are inspired by whatever new comes our way, overcoming all challenges that have presented us and the years have taught us that our small steps taken every day come together to pave the path to lifelong skills!

A few of our parents' reviews over the past year

Both of my children have attended Rooftop and have been so happy there. It really is fantastic. The staff are so imaginative, caring and have a genuine affection for the children in their care. The outdoor spaces are beautifully maintained, and the indoor rooms are fabulous. Cannot recommend Rooftop highly enough! (Amy Wilson 2022)

Our son loves it here. The staff are all so caring and friendly and they really make the effort to give the children individual attention. Our son loves the food and all the activities and we feel very comfortable leaving him in the care of the excellent staff. (Rosey Ellum 2022)

Great nursery with a really friendly and caring team. The induction was fantastic and our little one has settled in really well already. Would highly recommend!(Johannes Williamson 2022)







Important School Information:

The admissions process for children aged 3 and 4 who will start reception class at primary school in September 2023 (those who were born between 1 September 2018 and 31 August 2019)

All parents should apply online before midnight on Saturday 15 January 2023, even if your child is already in the nursery class, the deadline is 17th April 2023.

Useful link: [education.hackney.gov.uk](https://www.education.hackney.gov.uk)

Reminders

Football: Tuesdays, fortnightly

French: Wednesdays, fortnightly

Book Bags: Changed weekly every Tuesdays or Thursdays

Autumn

Star room engaged in taking part in Autumn activities, to allow the children to understand the different seasons and familiarise themselves with the upcoming seasons. The children enjoyed taking part in painting activities seeing how colours change when they are mixed and beginning to gain control over their paintbrushes. Star room children have taken part in decorating hedgehogs, hand printing squirrels, potato leaf printing, leaf stamping, talking about the different colours of leaves and many more.



Expressive Art and Design: Creating with materials - Potato Leaf printing:

Anu, Emmett, Willow, Juno, Thomas, Gene, Mikael and Amaya participated in leaf potato stamping. The practitioner carved out leaf shapes on the potato which the children used as stamps. Juno and Anu immediately took the brushes using their right hands to put paint over the potato, **using their tools for a purpose**. Anu said, "The leaves are orange in autumn." Willow added, "They go dry and fall from the tree." They were ensuring paint is applied everywhere on the potato. Amaya and Willow were also doing the same thing and then placed the potato onto the tree saying, "I want my tree to have lots of leaves." Amaya added, "I want orange leaves and yellow leaves". **The children continued to explore colour and how colours can be changed.**



Whilst the rest of the children waited patiently to have a go at the stamping. As he flipped the potato and pressed using both hands to make sure the stamp comes out, Gene then asked, "Can I make leaves on the tree

too?" playing alongside other children who are engaged in the same theme. Mikaeel loved the idea of colouring the hedgehogs and didn't want to get his hands dirty with paint but also watched his peers instead. In the end, all the children created lovely trees.

Communication and Language - Understanding

Reading the 'Rainbow Fish' story and filling up the fish tank

Anu, Emmett, Willow, Juno, Thomas, Gene, Mikaeel and Amaya all took part in reading a story on the Rainbow fish, as they are going on a trip to the pet shop to buy some goldfish. Whilst reading the story the children were able to understand that it is kind to share with friends.



The practitioner began by asking the children how it would make them feel if they were sharing something with their peers. Amaya, Juno, Anu and Gene said it would make them happy. They engaged, **listened and responded to ideas expressed by others in conversation or discussion**. The practitioner then asked the children to show their happy faces and they all smiled. Afterwards, the practitioner asked why the fishes were happy. Juno replied it was because the big fish gave his shiny scales to all his friends. This demonstrates children's **beginning to understand why and how questions**. The children enjoyed listening to the story and were able to maintain focus for a long period of time without getting distracted. When asked what fishes need to go into or where they live, Thomas responded, "They live in the sea." Emmett said they needed to go into a fish tank.

The practitioner got the fish tank and placed it on the table.



Each child

filled their cup, jug or bowl with water and poured it into the fish tank. They were engaged in observing the water level rise and the items inside the fish tank. This provided opportunities to **explore differences in capacity**. The children spoke about the small orange and purple stones and a 'tree' inside



the fish tank. The practitioner asked how long children think fish live. Emmett replied, 'A very long time.' This was another example of children **beginning to understand why and how questions** Throughout the conversation the children were really intrigued and engaged.

Understanding the World: The World - Trip to the pet shop



The children were immensely excited about their trip to the pet shop to buy some fish, all the children got ready showing enthusiasm and excitement. The children observed everything they saw on their way such as the park, and vans. Juno said, "Caravan looks like a van." As we walked past the park Ada said, "Oh that's the park where we do forest play!" The children were aware of the hazards on the roads and were very cautious of their surroundings. We sang different nursery rhymes whilst walking to the bus stop, with all the children contributing well. The children waited for the bus and said, "Look, the bus is coming!" "It's a small red one," added

willow. The children sat on the bus and showed joy as the bus started moving. Mikael and Ada said, "It's going very fast." This provided opportunities to **talk about why things happen and how they work**. As the bus stopped for a while, Thomas noticed, "There's a traffic jam!" and the children began imitating him saying "traffic jam". Juno and Willow were holding onto the top of the chair in front of them, pretending to drive the bus. Willow began talking about hygiene and germs stating that we can't put our mouths on the top of the chair because it is dirty. Juno then added that they would need to wash their hands and faces because there are germs on them, which demonstrated children's **beginning to understand the effect of their behaviour in the environment**.

All the children were excited as they entered the shop and immediately noticed the large parrots. Whilst Thomas was looking at the parrots and birds, he began counting them and counted up to and over 8. When the children approached the fish Anu shouted, "Look, it's a blue fish!" All the children began naming the different colours of the fish that they could see. The practitioner asked the children what fish they would like to take to the nursery. They all began yelling and pointing to the fish they wanted at the nursery. Willow said she wanted a big fish, whereas Musa said, "I want lots of small ones". Anu also mentioned to the practitioner that he would like to have a pet at home, "Because look, this parrot is silver!" Whilst the children were engaged in the conversation about the parrot Musa said, "Look, it's upside down". One of the parrots in the cage was playing with the ball. Ada noticed this and showed it to the practitioner. Whilst Ada was talking to the practitioner, he saw his peer touching the cage and said, "You can't touch the cage because the parrot will hurt your finger. **Children were able to talk about things they have observed such as the animals and were curious to know what the animals were doing**. As the children were walking around Thomas noticed a large freezer. He called the practitioner and asked, "What is inside the freezer?" The practitioner responded, "It's frozen chicks and mice." Thomas asked, "What? Are they frozen?" **He started showing concern for living things and the environment**. Willow commented that the parrots were making too much noise and Ada said, "Yes, and it's hurting my ears." **The children were commenting and asking questions about aspects of their familiar world, such as about the animals**. The practitioner noticed a snake and lizard and the children were really intrigued. The animals were hardly moving, and children were waiting for the animals to move. Emmett said, "The parrot is silver and grey, but the tail is red". The consensus was reached to get 5 goldfish and we waited to get them from the shop staff. Anu, Ada, Juno, and Willow went straight into the nursery and announced to everyone excitedly, "Come see the fish, we got 5 goldfish!"



Feelings/ Sensory play

The children took part in various different sensory activities as well as participated in activities that included talking about feelings and emotions such as why and when they feel sad, how we should respect our peers and what other emotions we feel when they get angry. For example, we took part in a 'Box of Feelings' intervention where they discussed why we get sad as well as what we should do when our peers feel upset. Children said, "We should make them happy."

The children also attended a trip to the pet shop where they were able to explore different animals such as parrots, rabbits, hamsters, and fish. We then asked the children what fish they wanted to get, and all replied, "Goldfish!"

Expressive Arts and Design: Creating with materials - Creating a vegetable train



Willow, Emmett, Ada, Thomas, Juno, Anu, Gene, Philip and Bradley looked very excited as they helped the practitioner prepare the activity by placing the vegetables and chopping boards on the table. They all also understood to get their aprons on to protect their clothing. The practitioner held up each vegetable asking what they were, and all named each vegetable correctly. Anu added, "They are all vegetables." Ada told us,



"I eat vegetables at home" and Willow said, "I don't eat them at home because I don't like the taste." They [continued to explore the colour](#) of the vegetables. The practitioner reminded them of the importance of vegetables and how they are nutritious for our health. Juno said, "I eat my vegetables because I will be strong" and Gene agreed, "Me too."

The practitioner then talked about the safety of knives and when we need to use them, [developing children's ideas through experimenting with the materials](#) as well as developing an understanding of safety-related issues. "We use them in the kitchen and when we eat," responded Thomas. The practitioner demonstrated how to chop the vegetables safely as the children looked concentrated and watched attentively. Willow held the knife with her right hand and the cucumber with her left as she started cutting slowly and was excited as she recognised, she had cut a round circle.



The children [used various ways to cut and join pieces, stacking them horizontally, and vertically, balancing and creating spaces](#) using the cucumber for wheels and pepper for the train. Dylan, who joined us from the Rainbow room was also excited about cutting the cucumber but was more interested in tasting the cucumber each time. The children [used a range of ways](#) to cut the vegetables, [mirroring and creating their own movement patterns](#) with the way they were placing the knife.

Harvest Festival and Black History Month

'Black History Month' was established to give us an opportunity to learn about, recognize and celebrate the achievements of African American pioneers who experienced unfathomable injustices and/or obstacles in life and persevered. The children in Star room focused on activities relating to 'Black History Month' allowing them to learn about the important people who have played a significant role in society today. They also began to take part in 'Harvest activities' to begin growing plants, sensory play and many more.

Expressive Arts and Design

Creating with Material - Painting a 'Woman template'

To begin talking to the children about **different cultures and the different types of people there are in the world**, Juno, Anu, Emmett, Musa, Lowen, Gene and Anu took part in painting a 'woman template'. To start the conversation, the practitioner asked the children, "What colour am I?" The children were able to identify the colour of the practitioner's skin saying, "Brown." Afterwards, the children went around asking each other what skin colour they were. Once the children began painting, the practitioner asked them to paint in the lines, thus **developing an understanding of using lines to enclose a space and beginning to use drawing to represent actions**. Juno, Musa and Emmett were confident painting within lines. Anu, Emmet and the rest of their peers then participated in creating hair for the woman template. There were 2 large circles, some tissue paper and glitter.



The children began tearing the tissue paper into small pieces and stuck them onto the circles. The practitioner asked the children to compare her hair texture to Amaya's. Thomas replied, "Amaya's hair is soft like mine." Willow added "But my hair is a different colour". The children all started talking about their own features. The practitioner explained that Black History Month highlights African American achievements and recognise the central role African-Americans have played in society. Emmet and Anu loved the idea of being messy and using the glitter to spread everywhere on the hair, **developing their own**

ideas through experimentation with diverse materials, whereas Musa was more interested in being neat and making sure that the tissue paper is stuck properly. The children **continued to explore colours and how they can be changed by mixing them**.

Understanding the World: People and Communities - Watching the Martin Luther King 'I have a dream' video and writing our own dreams

Willow, Ada, Amaya, Mikaeel, Musa, Anu, Emmett and Thomas watched a video about Martin Luther King, one of the most powerful and influential people in the 1900s. The video was about Martin Luther King's 'dream'. Anu asked, "who is that", demonstrating [interest in other people](#). Thomas hypothesised, "He must have been someone famous." They were [having a go at guessing, as well as showing interest in the lives of people who are familiar to them](#). Emmet, Amaya, Thomas, Anu, Mikaeel, Willow, Ada and Musa watched the video very carefully and remained focused throughout.



Following the video, children were asked what their dream was. Each child was given a blank pre-printed speech bubble so they could draw their dreams. Children shared their ideas. Anu said, "I want to be a zookeeper so I can look after all the lions". Willow added, "I want to be a doctor in the future". Amaya said, "I want to become Princess Elsa." Ada contributed by saying, "I will be a racer so I can have all the cars I want". He was able to describe things that [make him unique](#). Thomas was thinking of all sorts of different things but remained adamant that he wanted to be a chocolate bar. Mikaeel told everyone, "I have a dream to grow up with my

Mummy and Daddy". Musa said, "My dream is to build a big house". The children continued to draw the things they want to become whilst talking to each other and sharing ideas and opinions. They all [showed interest in different occupations which they would like to encounter as they grow up](#).

Going to the supermarket to buy fruits

Communication and Language: Understanding and speaking

Amaya, Willow, Anu, Lowen, Emmet and Mikaeel went on a trip to the supermarket to buy some fruit, which they used to then make fruit salad and smoothies. The children were ready and excited to make their way to the shop which was a 10-minute walk. On the way, the practitioner asked what they would do with the fruits, all the children said smoothies, but Anu had a different idea, "I want to make a fruit salad." Amaya said, 'I want to put strawberries and apples in my smoothie.' As we reached the shop, the children immediately walked over to the pumpkins. Lowen demonstrated he had [begun to use longer sentences](#), saying, "I want to buy this small orange pumpkin." Emmett added, "There are so many tiny ones." Anu replied, comparing the shapes and sizes of the pumpkins, 'There are green ones, and it looks different size.'



The children walked over to the fruits section and Willow said, "I want a mango, it's up there." Lowen picked up a basket and placed a pumpkin and pear in it, saying, "I want to get this and something else." They were talking **more extensively about things that are of particular importance to them**. Amaya noticed the strawberries and grabbed them with both hands and placed the punnet into the basket. Emmet asked if there was a kiwi. Mikael picked up the kiwi fruit and placed it into the basket. Anu picked oranges and said, 'I also want the green apple'. They all began to look around to decide if they want anything else and the practitioner said 'let's pay for this'. The children each took a turn to place each fruit on the counter ready to pay for it. the practitioner asked, "how much do you think this all costs". Anu responded 'maybe 5 pounds'. The practitioner showed the £20 note and the children immediately shouted "that's 10 pounds" while the practitioner corrected them **responding to instructions with more elements**. The children grabbed their fruit bags and began their journey back to the nursery.

Understanding the World -People and communities - Harvest party and dancing:



The practitioner helped and got the children to set up the snack tables for the farmer's/harvest party. We placed the beautiful gold covers on the table and the children suggested we put logs and conkers as part of the table decorations with flowerpots which turned out amazing, as they shared ideas. Lowen dressed up as a farmer, he said, "look I have a tractor in my jumper," and he then received a special sticker for his contribution as well as a prize which he picked. Lowen and Mikael **enjoyed joining in with family customs and routines**. The children ate their snacks whilst talking about what kind of farming they wanted to do. Mikael

said, "I want to keep chickens". Anu added, "I will keep my lion and give it food all the time". Juno said "I will look after flamingos" as they are her favourite, **showing interest in different occupations and ways of life indoors and outdoors**. They all carried on discussing farmers and what they do. Thomas said, "I will grow flowers and have all the animals in my house". We then helped tidy up and began dancing to the country music which was playing the whole time during the discussion. They showed interest in **different occupations and ways of life indoors and outdoors**. Emmett, Musa, willow, Amaya, Juno and Gene and Anu immediately started jumping holding hands using the free space to move around. Thomas was clapping and watching his peers alongside Mikael who also receive a little prize for dressing as a farmer. The children continued exploring the music and dancing while laughing and sharing ideas and spaces.



Pumpkin week and Diwali

Pumpkin carving

Physical Development – Moving and handling

Juno, Thomas, Peggy, Anu, Gene, Amaya, Mikael and Lowen did pumpkin carving, all the children sat around the table to participate in the activity, The practitioner first explained to the children that during Halloween people would dress up as something spooky like a skeleton or witch and would light up



pumpkins outside their house and make the pumpkin look scary, during Halloween children would go out to the houses and ask for treats to put inside their bags. Emmett started using his spoon to dig inside and scrape the pumpkin seeds out, he held the spoon with his right hand and was looking inside the pumpkin while doing it, once he got the seeds and the inside of the pumpkin out, he felt the texture of the pumpkin. Emmett said to Gene, 'you try with your spoon, **seeking out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest**'. As there were no spoons left Peggy said, 'I need a spoon'. Ziggy looked around and gave Peggy the spoon she had, which showed he has **increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it**. To follow this the children had a pumpkin party they sat around the table and had snacks together with the table dressed in Halloween theme. They all got up afterwards and started to take part in dancing to the music, the children that engaged in the dancing were Thomas, Anu, Gene, Juno & Emmett. Emmett was excited and was jumping up and down and waving his arms about with Anu. **Enjoying playing alone, alongside and with others, inviting others to play and attempting to join others' play**. Thomas was skipping on the spot and was moving his arms side to side when dancing, Anu was spinning around the room and was having his arms out then started to jump up and down to the party song.



Making candlelight holders - Personal and Social Development-Moving and Handling



Dylan, Ziggy, Peggy, Marley, Bradley, Emmett, Anu, Gene and Thomas sat together excitedly to see what they were going to do, which was to make candle holders. The practitioner explained that we will be making 'diya' which are candles during the Diwali festival. She explained that we will make the candle holders from play dough, cook them, and then decorate them later. They all used their hands and stood up **creating lines and circles pivoting from the shoulder and elbow**. The practitioner asked them to take turns mixing and stirring, **beginning to show a preference for the dominant hand and/or leg/foot**. Gene continuously

added flour and salt to their dough saying, "it's sticky, we need more flour". Marley and Peggy were enjoying that it was sticky and didn't insist on adding more flour. The practitioner then asked them to split the dough into 3 pieces so that they each can have one. They rolled out their small doughs and **manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrushes, scarves and ribbons**. Anu started to stamp on his dough and the rest of the children began to copy. They found joy in doing that and continued stamping until their dough was flat. Being able to handle **tools, objects, construction and malleable materials safely and with increasing control and intention**. The practitioner then said, "we have these candles that light up and we will use them to light up our candle holder". They all clapped. Willow said, "I can't wait to paint mine".

French

Communication and Language -Understanding

Mikael, Anu, Thomas, Emmett, Amaya, Ada, Juno, Willow, Peggy and Musa had their fortnightly French session with Debbie. They started off with their introduction song and all the children imitated Debbie and sang together well. After they introduced themselves whilst holding a teddy bear enabling **them to take turns and listen to each other**. Once they finished introducing themselves, the practitioner asked open ended questions such as: “how are you feeling?” The French teacher then provided different pumpkin faces such as: scared (ja peurl) happy (ca Bien), angry (en celerel) confused (ca ve mel) and asked the children for them to pick. Star room were able to **understand questions such as who; why; when; where and how**, so they are able to say it in French confidently. Once they finished talking about their feelings Debbie continued by asking the children, “what do you see during Halloween?”.



The children began saying, “pumpkin, and spiders”, **listening and responding to ideas expressed by others in conversation or discussion**. Once the children finished guessing Debbie began saying the other things you could see, she said you can see: a skeleton, spider, witch, pumpkin and spider webs. Once the children finished repeating what they would see in French Debbie said, “Let’s play a game”. Ada guessed the wrong picture and all the children began laughing amongst themselves, **beginning to understand humour, e.g., nonsense rhymes, and jokes**. The practitioner had the cards laid out on the floor and asked the children to close their eyes whilst she removed one of the cards. The children were engaged and involved in the game once they finished and were able to remember which card had been moved. They went into singing the Incy Wincy spider song in French and the children were copying what the practitioner was saying. They went on to play with the parachute whilst the teddy and spider were in the middle, when the teddies bears fell out, they were asked to place it back in the middle and then continue counting, **responding to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box**. They all counted to 10 in French and in the end they sang their goodbye song and were popping bubbles to end the session.



Coach Jayo introduced himself to the new children such as Peggy and Mikael as it was their first Football session. He spoke to the children about the importance of good listening and participation and told them they get a certificate at the end of the session if they all listened to the instructions given, the children cheered and clapped excitedly. Emmett, Lowen, Willow, Peggy, Juno and

Football:

Physical Development - Moving and Handling

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Mikael all took part in the session. Coach Jayo explained every game starting off with the island game, where children stay inside the cones and run fast when he said go. Juno, Amaya, Willow, Thomas and Lowen were able to follow his instructions, they were able to **run with spatial awareness and use their space successfully, adjusting speed or direction to avoid obstacles.**

Coach Jayo then did the traffic light game, green meant to go, Amber meant getting ready and red meant stop. Juno was able to guess what each colour meant confidently. Lowen and Peggy loved the game as they were getting confused with the colours and meaning and started laughing. Willow, Emmett and Amaya were eager to get green and go but coach Jayo was testing their listening skills and they understood. The children began to kick the balls slowly within the cones, using their dominant feet to slowly move the ball around until Jayo said stop. Mikael showed interest in kicking the ball and freezing, placing his foot on top of the ball as the coach had instructed. Star room **showed increasing control over an object in pushing, patting, throwing, catching or kicking it.** Thomas, Gene and Lowen were able to do this alongside the other children. They were able to freely move around, using the space and distance between them. Lastly, the coach called each child to place their ball on top of the cone and kick for a penalty. Musa was fond of this and took part in penalties where he shot the ball right into the goal. He was very proud and had a second go very confidently. All the children were happy to have a go at kicking penalties, especially Peggy, Mikael, Amaya and Lowen. All the children cheered for every child, helping boost their confidence. Coach Jayo handed over the certificate to Juno as she brilliantly played the games and showed her listening and concentration skills. She was very happy, and her peers also showed her support by cheering and clapping for her.



Tennis - Physical Development: Moving and Handling



The children participated in their second tennis session, where coach Jayo explained the rules and they listened well. Willow, gene and Amaya showed interest by following everything Jayo was saying whereas Anu and gene were getting distracted but gradually started participating. Coach Jayo showed the children that he made an island with cones meaning that outside the cones are the seas and asked the children what kind of animals live in the sea to which they all replied shouting “fish sharks whales, starfish crabs and octopus”. Coach Jayo then explained the next game of trapping the ball with the bat. Emmet, willow and Ziggy were doing so great by grabbing onto their bats with both hands and trapping the ball putting pressure on it towards the ground and **handling the tools and other malleable materials safely and with increasing control and intention.**

They moved on to doing the walkies where Emmet, Willow, Lowen and Ziggy used their bats to move the ball around on the island, 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, walking, running, and hopping, and when coach Jayo said “squeeze” the children grabbed onto their ball holding it in one hand and squeezing very hard, grasping and releasing with two hands to throw and catch the large ball.



Amaya used both hands to squeeze the ball and made a scrunched face whilst doing so. Coach Jayo played the last game of placing the ball on the cone and blasting it off the cone. This is where Musa found lots of interest and joined in and held the bat with his right hand and blasted the ball off the cone where he also experimented with different ways of moving, testing out ideas, and adapting movements to reduce the risk of him falling. The children all received a certificate for their brilliant listening and game skills which they were exceedingly happy.

Forest Play

The children took part in a forest play session, and it was our last session for the term. This consisted of Mikaeel and Lowen’s first time taking part in Forest play. On our way to Forest play, When the children got were walking past little roads there were puddles, the children enjoyed walking in the puddles whilst looking downwards. When the children got to the zebra crossing the practitioner said, ‘where should we be looking?’ The children responded, “left and right.” at the zebra crossing the practitioners talked about safety when crossing roads. The children were able to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.

Once we entered the park we started off with our warmup session

The children lined up with the guidance of Hafiza’s arm and made a straight line. Hafiza said, ‘on your mark get set go’. They all began to run, as the children enjoyed running, they had to listen out for Hafiza to give out the next instruction which was to stop, the children all froze on the spot, Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. In this listening and responding game the children really enjoyed there did warm-up session until they got to the designated forest play spot. Once the practitioners reached the children, they were asked to spread their arms like an aeroplane and begin spinning in a circle. Begins to understand and choose different ways of moving. The children expressed that they were dizzy, and all began laughing with one another from the joy of turning around physically in the natural environment.



Start of the session:

When we arrived at the designated area, Hafiza put tape around and then the children gathered in a circle to talk about the forest play rules as it was some of the children’s first time taking part in forest play. To gain the children’s attention, she first told the children to put their hands together in the middle and pretend to stir the honey pot. Hafiza then told the children to stick both their arms into the honey (middle) and then stick it to their friend’s elbow next to them and did this whilst

squatting down. The children were able to focus their attention and respond to instructions as we went through the forest play rules with the children as the first rule is 'no picking', 'no licking' and the children repeat after her. The second rule is, 'no passing through the red tape' for the children to understand safety and danger. The third rule is 'when you see a bee or a dog, you cross your arms and do (x-factor)' as the children also imitated this action by also crossing their arms. The fourth rule is, when Hafiza says, '1,2,3 camp base, then we stop what we are doing, and we all gather back to the middle.

Mud painting:

The children sat around Hafiza and were provided with buckets and brushes as the children used a spade to dig some soil. Whilst digging the soil for mud painting Hafiza found a worm again and told the children what she found. Hafiza then asked the children, "who would like to hold the worm?" Amaya and Emmet were standing by Hafiza as they were observing the worm and they wanted to hold it, they took turns looking at the worm, examining it and caring for it, Gene named it 'Chase'. The children took a bucket and a brush and were encouraged to dig and place some soil inside their buckets. Hafiza then encouraged the children to pour some water inside their buckets and mix it with their brushes to form mud. Aydin didn't want soil and only wanted to pour water inside his bucket as he went off to do water painting inside of mud painting. Lowen, Mikaeel, Juno and Thomas all look part in this activity.



Log climbing:

The children were set free to climb on the log and the practitioner encouraged all the children to use their muscles to climb up and crawl onto the logs some children climbed with the help of the practitioner, and some were very confident as they have been on to this place many times, to climb without no adult support. The practitioner then supported Sariyah to jump off the log by holding her hand and was able to crawl up on the log starting from the very low part of the log, [experimenting with different ways of moving, testing out ideas and adapting movements to reduce risk](#). Anu, Juno, Emmett, Mikaeel, Lowen, Willow and Amaya all enjoyed climbing on the logs. Amaya and Emmett started off by moving up the log by sitting down whereas Anu, Mikaeel and

Willow wanted to try and walk up the log. All the children who were walking up the log Whilst the children were climbing up the log they were beginning to jump down and landed on both feet. Jumps up into the air with both feet leaving the floor and can jump forward a small distance.



Autumn animal craft:

The children set up a craft activity to do using leaves and natural resources they find and stick on a piece of paper to make an autumn animal or anything else of their own choice. First, the children were told to go around and collect some fallen leaves and any natural things they find and place them on the mat. When the children were finished collecting, they all gathered around the mat and were given a piece of paper, a glue stick, googly eyes and a felt-tip pen. The practitioner made an example as she stuck different coloured and shaped leaves on a piece of paper with eyes as she made an owl. The children really enjoyed this activity and the children were encouraged to write their names on their work and enjoyed marking their initials or letter that they were familiar.

Distinguishes between the different marks they make.



We look forward to resuming our Forest play session after at the end of next Spring!



Rainbow Room



We would like to welcome Adam, Rishi and William who have recently joined the family in Rainbow room at Rooftop nursery.

Rainbow room has continued with the theme of Autumn as the children have shown interest and enjoyment in learning about the season of Autumn. However, we decided to look into and explore winter. We have constructed and planned fun activities for the children to channel their interest in animals and nature, involving the world around us.

Animal footprints - Communication and Language

One of the fun activities we had planned was autumn animal foot printing. The aim of this activity was to get the children to learn and talk about what kind of animals increased in numbers in the autumn season.



We gathered a group of children around the table to explore and see different types of play animals including insects, and mammals including deer and rabbits. The practitioner asked open-ended questions to the children about what type of animal that lives in the Autumn weather, Peggy said "Rabbit! They also eat carrots". This shows that she is able to learn new words very rapidly and is able to use them in communicating. The practitioner praised her and said, "well done". Soul added to the conversation

and explained; "A horse lives in a farm, The children then went on to mix the paint to create autumnal colours such as brown and orange paint. William participated in this activity and showed interest as he painted a horse's feet, then stamped them down onto the paper, noticing that doing so left marks. All the children held their own individual paintbrushes and painted the feet of the animals, then stamped them onto the pieces of paper.

Making fox masks - Personal Development

To support the children's interest in detail and to encourage them to learn and identify animals according to their features, the practitioner spoke about Foxes. We described the colour of the fox, the texture of its fur, how many legs it has and much more. "Peggy said it's orange" showing pride, with a smile on her face. We also talked about who may have seen a fox outside and Dylan exclaimed: "I have!". We then went on to explain how foxes come out in the night and walk on the roads and climb up walls and fences. We taught the children how fox's eyes glow in the dark and they can see when it's dark. We also described when they run faster, they hunt for food, looking to eat other animals like rabbits and mice. To complete the activity, we used orange and white paint to decorate paper plates, which we will then be formed into fox masks using elasticated string and cutting out the eyes and mouth. The children used their paint brushes to stroke and dab orange and white paint onto the



paper plate, noticing how each colour affects the other as they are mixed. For example, the orange paint became a paler orange as the white was mixed together with it. The children also used autumn leaves that they collected from the back garden, and used these to stick onto the paper plate, creating a spikey fur effect on the paper plate. This resembles the spikey orange fur of a fox.

Harvest

'Harvest' is the process which farmers take to gather crops that they have been growing and tending to throughout the previous season. They then get processed and sold in the shops and local supermarkets that we often visit.

To support the children's understanding and to build their knowledge of this process, we planned and implemented a variety of activities that teach the children about the different aspects of the harvesting process and agriculture as a general learning topic.

Making Paper Plate Scarecrows - Expressive Art and Design



To support the children's understanding and knowledge of the different aspects to do with farmers and agriculture, Rainbow room participated in a paper plate scarecrow. They used crayons, PVA glue, googly eyes, shredded paper, and a variety of decorative resources to decorate and create the scarecrow.



As they began to draw their scarecrow faces, most children used their right hand to make marks on the paper plate. They were prompted to give their marks meaning by being questioned about what they were drawing and what shapes to draw. Peggy used her right hand and 2 fingers to hold a glue spatula and spread the glue using stroking motions with the spatula. As she placed googly eyes, feathers and shredded paper in various positions on her paper plate, she explained: "I'm making a scarecrow". Soul placed a few googly eyes onto his paper plate and began to count consecutively: "One, two, three" as he pointed to each googly eye. Alia showed that she thinks of her own ideas as she places triangle shapes onto her paper plate and explains: "This the nose".

Our trip to the local supermarket

Rainbow room children went on a short trip to the supermarket as a method of involving the children in a process of gathering fruits and vegetables.



The children prepared themselves as they got ready making sure they have their safety harnesses and high-visibility jackets on. The children showed a high level of excitement as we went out exploring different things whilst we were walking by. On our way to the supermarket, we saw very tall sunflowers and stopped to look at them for a while. The practitioner asked open-ended questions, such as: "Why are



some of them brown?”. Dylan, Ziggy and Peggy exclaimed: “sunflower” and pointed with joy to the large sunflower. The practitioner went on to explain that sunflowers turn brown when the weather gets cold and when autumn arrives. The children **listened intently** and **observed the practitioner** as she explained and taught the children about the reasons for changing colour. As we arrived at the shop we stopped and took out a shopping list that we had made the day before. It had a few items with picture references next to them to support the children to understand and know what was written on the list. We supported the children to get involved as we asked the group what items they can see on the

shopping list and find on the outdoor shelf of fruits and vegetables. They each **looked for the items on the list** and pointed to them one by one, picking them out of the shelf and placing them into a shopping bag. Once we had collected all items, we went inside the shop and paid the cashier for the items we had picked



Harvest continued

We extended the harvest topic, by creating an environment where the children have gone passed the crop preparation and are now making and using foods to create and cook meals and sides and engage in messy/arts and crafts activities. For example, messy play; mashing and tasting mixed veg and potatoes, painting fruits and vegetables, making bread and pasta, etc.



Expressive Art and Design: Being imaginative and expressive - Vegetable Play

As we continue with our Harvest theme, we encouraged the children to chop and taste some vegetables. The leading practitioner had already boiled some potatoes and mixed veg and then set them aside to cool before the children began to play with them. We used a tough spot and some utensils including rolling pins, spoons and shape cutters. William Zephaniah and Alaia **showed interest** in this activity and Adam observed the children as they played, then joined in with the practitioner. Adam was inquisitive as he picked up a piece of potato in his hand and **used his senses to feel the texture**, stroking its skin and the softer inner part of the potato. Alaia explained: “Potatoes are soft and sticky” as she squashed the potatoes. As some children required extra support with building their eating habits, this activity allowed them to **explore and become comfortable with vegetables** so that they can begin to build their confidence by **trying different food tastes and textures**.



Making Bread - Personal Development: Health and Self Care



To further support the children's understanding of the process that takes place after farmers have gathered their crops, we implemented a baking activity where the children were involved in putting together ingredients and mixing them to make bread dough.



They used butter, flour and oil to create a soft dough, which they then moulded into small ball shapes to form bread rolls. The children used wooden mixing spoons, small mixing bowls and measuring cups to remove particular amounts of flour from a bowl and place it into their own individual mixing bowls. They also used a small plastic measuring jug with a small amount of oil in, it to pour a small amount of oil into their individual mixing bowls. They were all equally supported to do each of these things one by one. They all began by wearing their cooking aprons and scooping out some flour from the bowl using the measuring cup. They each took one cup of flour and placed it into their mixing bowls. They poured a small amount of oil and one scoop of butter into their flour. They began to mix using the wooden spoons, moving in circular motions and using the strength from their wrists to mix and combine the ingredients till it began a ball. We then covered the dough and placed it on one side, to allow it time to rise.



Bonfire night

To support the children's understanding of why we see and hear many fireworks on the 5th of November each year, we planned and implemented a week of focus on why we celebrate bonfire night, what it's all about and who Guy Fawkes is.



Throughout the week, the children were encouraged to be involved in the various arts and crafts activities and were prompted and supported to participate in educational discussions to help build their knowledge and vocabulary.

Junk Modelling Firework Rockets - Expressive Art and Design: Creating with materials

To support Rainbow room children to learn what tools are used for and how to correctly use various tools, we implemented a junk modelling activity. This included learning how to use glue spatulas, and scissors and exploring a range of media and materials. The children mostly used their right hands to hold the glue spatula, dip



them into the glue pot and spread some PVA glue across some cardboard tubes. They then used both of their hands to rip apart the tissue paper and lay them across the tube. Juliet stood next to the table and **observed what her peers were doing**. She built up the courage and began to join in with the activity, using the glitter shaker, shaking it and watching as the glitter fell onto the roll. She then picked up the yellow tissue paper with her right hand and placed it onto the glued area. Phoebe also participated in this activity; she used her right hand to shake some glitter onto her cardboard roll but then realised that it was not sticking. After a short while of observing how her peers were approaching the activity, she realised that she needed to spread some glue onto the roll first. She started to use the glue and then tried again, shaking some glitter on the roll.

Firework Printing – Physical Development - Moving and Handling

To encourage the children to **use their imagination and give meaning to their marks**, we implemented a printing activity. The children were provided with a variety of coloured paint and some plastic bottles. They used the bottom of the plastic bottles to stamp into the paint and then stamp on their individual pieces of paper. This then created a firework shape/pattern. Soul **showed confidence** in this activity and **enjoyed**

having the power to create these patterns. He pointed to his marks proudly and said: “Fireworks!”



This activity helped the children to practice **using different objects to create different patterns** as this is not something we have explored before. The children all showed **high levels of curiosity and fascination** as to how these patterns were being made simply by a plastic bottle.

They flipped the bottle upside down to look at its bottom side and touched the bumpy shape underneath. Then using the paint to stamp the bottle onto the paper and notice the pattern it makes. Marley exclaimed: “Look Sherie, that firework!”



Bonus class -French

Communication and Language: Listening and Attention –

Soul, Marley, Phoebe, William, Dylan, Juliet and blue-Jean were all involved in the French session this week.

All the children picked eggs from the bag and these eggs had little beads in them which made a sound when they shook them. All the children **shook the eggs to the sound of the music** that the practitioners played in French. Soul, Marley, Phoebe, William, Dylan and **Juliet picked different** colour ribbons from a bag, choosing the colour of **their choice** and began to sing all the colours of the rainbow in French along with some music. When they put the ribbons back the practitioner was showing hot and cold with the French names on them, Dylan and Soul said the French names after the practitioner said them. Denise (French teacher) then took out a parachute for all of the children to play with. All the children had a turn being underneath the parachute while the adults were putting it over their heads.



Sunshine Room

Autumn

We introduced the theme 'Autumn' to the babies, as the season slowly arrived, and the babies are able to see the trees shedding their leaves and the leaves changing to different colours recently. We had fun exploring the garden as we picked all the different coloured, shaped, and sized leaves. Some children noticed the wind blowing the leaves and as the weather is getting colder with rainy spells, we are dressing the babies appropriately according to the weather whilst exploring the Autumn season.

Autumn leaf collage - Physical Development - Moving and handling



During outdoor play, the babies were introduced to all the leaves on the floor bringing it to their attention, showing they **are curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants and animal life etc.** The practitioner discussed and demonstrated the leaves, their size, colour and shape then more babies were engaged, and we began collecting them and putting lots of leaves and twigs in a bowl. This was later used for another activity.

All the babies sat at the table, and we looked at our selection of leaves again, they were given a plain piece of paper each and some glue and we began spreading the glue using the spreaders and brush. Roxanne drizzled the glue on her paper watching it drip. Gabriel and Maya played **with what they know**, they were able to use the glue to spread onto their paper holding the brush using their **whole hand grasp and making random marks**. Roxanne, Uma and Vincenzo needed little guidance and encouragement. Once they all had some glue on their paper the practitioner showed them how to add the leaves and twigs of their choice. Maya picked a handful. Roxanne picked a few and others only picked a little and needed encouragement to stick them down. This supported the babies **to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression whilst enjoying what they set out to accomplish.**



Leaf printing with paint

Personal, and Social Development: Moving and handling & exploring media and materials –



From our large collection of different coloured and sized leaves, we made use of them by doing another activity that allowed the babies to develop their **moving and handling skills** as well as allowing them to **explore more with different materials**. The activity was to



paint the different leaves using autumn colours and print them onto paper to then reveal their leaf prints. The practitioner started off by placing a large piece of paper in front of the babies and demonstrated how to paint a leaf and then print it onto the paper, this supported the babies to **make connections between their movement and the marks they make**.

They all watched carefully and were really eager to start dipping their brushes into the paint to paint the leaves. Once they got the hang of it they were really into the activity and enjoyed swiping their brush over the leaf. As the babies were shown how to lift up the leaf from the paper, the practitioner expressed her excitement and they all gasped in awe as they **noticed and became interested in the transformative effect of their action on materials and resources**. Maya, Gabriel and Roxanne were repeatedly revealing the effect of the leaf print with excitement whilst Vincenzo and Marlow sat back and observed, Mia reached out for the leaves and picks a few out, and then she saw the paint on the paper and reached out to feel the paint **exploring using her senses**.

Autumn continued

We continued with the theme of Autumn while also introducing Autumn animals to the babies and repeated some of the activities to support the children's understanding and interest. We also carried out more sensory and arts and craft activities as the babies really enjoy them. On the outdoor play, the babies continued to do the same as we made more activities from the leaf collection, for example, mud pudding, leaf collages, autumn soup etc. We will also introduce the harvest season and look at vegetables that grow such as potatoes, tomatoes, and fruit trees in our garden.

Orange cinnamon-scented playdough

Physical Development - Moving and handling

For one morning activity, the babies participated in orange-coloured playdough, the reason why we chose orange is because it's an Autumn colour and we added cinnamon for the seasonal scent. This will support the children to **explore their senses**. The practitioner started off by gathering the ingredients together. Uma, Gabriel, Roxanne, and Zephaniah mainly, participated in the activity. The practitioner poured all the ingredients carefully with the help of the babies and demonstrated how to stir the mixture to form the dough, the babies took turns stirring and mixing with a spoon. When the practitioner added the sprinkle of cinnamon, they were encouraged to smell the spice which explored their curiosity in the **sense of smell** and took this opportunity to ask them questions such as "does it smell nice? Is it spicy or sweet?". Zephaniah and Maya enjoyed dipping their hands into the bowl and feeling the different textures at different stages of making the dough as this **supported the different ways, they make marks in paste or paint by squeezing, poking, or patting it**.



We used the playdough in the afternoon during outdoor play on a builder's tray, the activity was to cut shapes using shape cutters and manipulate autumn objects, such as leaves, conkers, cinnamon biscuits or squirrels and hedgehogs as we explore our **creative skills**. Maya and Leo mainly participated in this activity, Maya enjoyed climbing into the tough spot and squishing the playdough in her hands, she held the dough in the palm of her hands and yelled out "playdough" with a big smile. Leo enjoyed being inside the builder's tray too, crawling around while moving and feeling the play dough. The children observed the practitioner creating objects and they showed interest by **repeating single words** after the practitioner and wanted a turn at holding it. They **were able to manipulate objects by their using hands singly and together**.



As a follow-on activity, we extended their interest and created a sensory bin with the scented dough and added leaves and twigs from outside which the children enjoyed collecting. This supported the children in **continuing to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression**. Sunshine room children had a fun-filled creative two weeks in exploring autumn, this also included potato printing using 3 autumn colours, creating fox masks, and using autumn animal puppets in the book corner such as a fox, squirrel, badger and owl.

Colours & Animals

This week we introduced the themes of animals and colours to the babies, as when we were covering the theme of autumn, we focussed on the main colours of Autumn (red, orange, brown, yellow) and the main Autumn animals (foxes, badgers, hedgehogs, etc), so we thought it would be a good idea to expand on these two topics this week and explore all different types of animals an all different colours.



Paper plate colour wheel - Expressive Art and Design

To support the children's interest in colours and encourage language we provided a sticking activity with paper plates and coloured tissue papers. To gain the children's attention and interest the practitioner pulled out the sheets of coloured tissue paper and named all the colours with excitement, then some children approached the activity.

The children were shown and encouraged to begin by tearing up the tissue papers doing one colour sheet at a



time, and they were very excited to do so whilst also repeating after the practitioner "tear, pull, yay!" Roxy, Vincenzo, Gabriel, Maya, and Mia all took part. As the practitioner labelled each colour, Gabriel and Maya repeated saying "blue" then "pink" and then "green". We did also have yellow, but they didn't repeat that. Then we scrunched and rolled up all the torn pieces as much as possible and most of them attempted as they imitate the practitioner rolling it in her hands and making a ball, Gabriel repeats "ball" and rubs the tissue paper in between his hands showing good hand-eye coordination and fine motor skills.



We quickly gathered all the tissue papers into a tray and moved onto the messy mat with the paper plates and glue and they began taking the spreaders and dipped in the glue knowing what to do and then spread on their paper plate. The practitioner supported some babies by making



sure there was enough glue on their work and then we began choosing and sticking from our collection of colours to create our colour wheel. **They were choosing and grasping using their pincer grip** the practitioner continued naming the colours which the children repeated using single words. Vincenzo mostly picked out all the yellow and he was interested in tearing it up more. They were very engrossed in this activity showing joy in their work as they covered their plate with colours.

Leaf Hedgehog - Expressive Art and Design



As a part of the Autumn animals' topic, the children made paper hedgehogs. **The babies notice and become interested in the transformative effect of their actions on materials and resources.** With the leading practitioner, Gabriel, Maya, and Roxanne collected red and brown leaves from the garden first. When placing the leaves collected into a bowl Gabriel smiled, showing

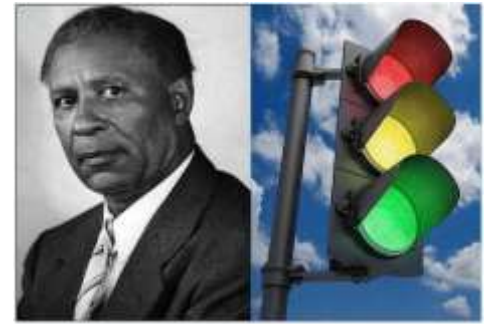


understanding of the task. The table was prepared with the resources, and we used a toy hedgehog for visual reference. The children were pointing, smiling, and attempting to say hedgehog. We used half of a paper plate for the hedgehog's body and the leaves to stick on as the spikes. The practitioner modelled one as a sample and they began to copy, carefully spreading glue first and then sticking their leaves. As the children picked, they were asked questions such as 'which colour leaf would you like? 'Yellow? brown? or red? Maya said "red", and Gabriel said "ellow".

Black History

Black History Month

During Black History month we decided to focus on the traffic light system which was invented by Garrett Morgan. The babies created their own image of traffic lights and we looked at what makes us all the same but different in our own unique way. They carried our paintings using diverse colours, we explored cultural outfits and food during the week.



Creating Traffic Lights: **Personal Development - moving and handling**



We provided the children with a piece of black rectangle paper, some red, orange and green circles with some PVA glue. The leading practitioner started by demonstrating the aim of the activity and showing them the traffic light. The children independently got involved as they **enjoy the sensory experience of making marks and using their fine motor skills** and picked up the glue sticks and paper. Maya, Gabriel, Vincenzo, Mia, Roxanne and Sebastian took part in this activity. Maya showed interest in using the orange colour, so she kept on picking up an orange circle. Gabriel showed interest in the paper and was sticking the green circles on the

black paper.

The babies were **pointing with first finger, sharing attention with adults** as they observe the activity. Vincenzo liked putting the glue on the paper as he held the glue spreader in his right hand then the practitioner encouraged him to stick a coloured circle on his paper. Roxanne was really engaged in spreading the glue and sticking the circles with the practitioners' encouragement. This also encouraged language as we labelled the shapes and colours which some babies repeated using **single words**, such as "red, blue stick, more". Maya was putting **two words together** saying, "Maya turn, have it".



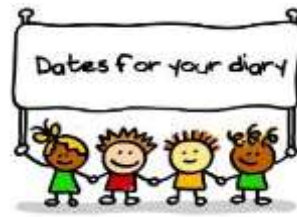
Diversity handprints:

Sunshine room children took part in painting handprints. We had a choice of three different colours to represent skin tones. The leading practitioner began the activity by painting her hand first and printing on a large piece of paper, so the children understood the purpose of the activity.

Jayce, Maya, Mia, Sebastian, Gabriel, Roxanne and Vincenzo were given the choice of picking a colour, but some needed adult guidance, then the practitioner painted their hand and printed on the white paper. Maya said "me pink" pointing at the



paint tub when it was her turn. All the children enjoyed the sensory experience of making marks as they felt the texture on their hands. They also noticed their handprint on the paper they noticed the connection between the movement and marks they made, some asked to do more while others pointed and looked at their hand.



27th Month Review
Thursday 8th December

Parent's Afternoon
Friday 9th December

End of year Party
Wed 21st December (3 pm to 5 pm)
Nursery closes at 5 pm

Nursery Reopens
Wed 4th January 2023

Half Term – Term time children
Mon 13th February to Friday 17th February

Mother's/ Female Carer's Day (Plan TBC)
Fri 16th March (8.30am to 11am)

27th Month Review
Thursday 09th March

Parent's Afternoon
Fri 10th March
9am to 11am, 2.00pm to 2.30pm and 5.30pm

Easter Holiday
Last day 6th April – Re-opens 17th April
Fri 7th April – Public Holiday
Monday 10th April – Public Holiday
Friday 28th April – Inset Day

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>

Parent Notices

- ✓ Please remember to wash your child's hands upon arrival and drop off at room door
- ✓ Breakfast Starts from 8.05 until 8.50am. If you wish for your child to have breakfast, please arrive before 8.45am. Please do not request for breakfast after 8.50 am as it gets packed away and all staff go into ratio with the children.
- ✓ Children should arrive by 9.30am to avoid disruption to the routine.
- ✓ Please provide a labelled bag with adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.)
- ✓ Please call the office by 9.15 to inform us of any absences or late arrivals.
- ✓ Please check your child's pockets to ensure they do not bring items from home.
- ✓ **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name**.
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify every one of events and updates. If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com

Comments/ Suggestions

Please feel free to email us any suggestions/comments you may have to office@rooftop-nursery.com

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