



A very Happy
Birthday to Orlando



Roof Top Nursery

We would like to welcome back all our existing children and our new children who have recently joined Rooftop. We are expecting more settlers in the upcoming weeks.

Inset Day – Staff Training

Staff continuous Professional Development

Inset Day: We held our termly Inset day on Tuesday 30th August. All the staff had training on **Team building** and

Intensive interaction and communication. The training began with a presentation centered on **team building** delivered by Warren Wint. Followed by Intensive Communication training delivered by Livia. **The aim of the training** was to ensure the staff are **confident to work collaboratively within a team**, where staff can learn how to work together. The training benefited equally all components of teamwork: people equally engaged in making action plans and in **resolving conflicts**.



Our Manager Hafiza also carried out a training session **on Phonics**, informing the staff of how to make their Phonics session interactive and fun for the children using catchy songs, actions, and props. Hafiza revisited the **EYFS curriculum** and extended the staff's knowledge on how to link the children's interests into practice by providing meaningful activities and interventions to support and extend the children's learning further, lots of practical case studies and examples of children's everyday play were shared, providing the practitioners with **how to link the children's everyday learning to the EYFS curriculum**. The feedback from all the training sessions was positive and the staff felt more confident in putting into practice what they learned on the day.



Parent Notices

- Please call the office by 9.30 am for morning or 1.30 m for afternoon to inform us of any absences or late arrivals.
- **No mobile phone/camera policy:** Please put your phones away once you enter the nursery premises.
- Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, and hats.
- Please store buggies in an orderly fashion, do not obstruct the pathways, please fold your buggies, and make space for others to store their buggies as we have limited storage
- 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 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 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.

Henry: Healthy Start, Brighter Future

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

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

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

A reminder of the Bonus programmes offered at Rooftop Nursery

Bonus programs	For who?	Days & Times
French sessions	Rainbow Room	Wednesday (Fortnightly) 11:15am
Forest Play	Rainbow Room	Thursdays (Fortnightly between spring and autumn)
Heuristic play	Rainbow Room	Weekly
Yoga/ Tai chi	Rainbow Room	Weekly
Tiny Mites	Sunshine & Rainbow	Monday 9:15-10-15

Rainbow Room

Settling in/Holidays

The children settled back after their summer holidays and the practitioners welcomed and supported the children. The practitioners supported the children with their transition as they settled into a new room and with their change of routine. We discussed and shared with the children what we did during the holidays during circle time sessions and provided the children with simple activities in order to become familiar with their new routine and to cooperate with the changes. The children enjoyed exploring the room and new items in the room such as natural objects and things they were not able to play with whilst in the younger room such as buttons. We gave the children the opportunity to explore and bond with each other during playtime and supported the children with their independence. We took part in social group games to support the children as some children find it difficult to wait for their turn. We will continue to concentrate on the children's understanding and carry out language group sessions to support their listening and attention skills and build on their speech and vocabulary.



Drawing what we did during our holiday

Physical development – Fine motor skills

The children took part in drawing pictures of what they did during their summer break. Olivia, Chiara, Sariyah, Leo, Kymani and Safwan took part in this activity. The children talked about their holidays and shared their experiences with their peers and practitioners, talking about the places they visited with their families. The practitioner also talked about her holiday experience and what she did such as going on an aeroplane and flying to another country. The practitioner gave all the children a piece of paper to use whilst **remembering and talking about significant events in their own experiences**. Chiara drew a picture of her mummy, Sariyah said she went to the park whilst drawing her picture and they were both able to draw people and faces, **creating lines and circles pivoting from the shoulder and elbow**.



Leo drew a picture of his mummy, daddy, and his brother. Olivia drew a picture of the beach and her mummy, Safwan said he had drawn a picture of his baba (daddy), and Kymani created a picture of a boat and his mummy and said he went to the beach during the holidays.



Overall, the children did their best to draw some pictures and to describe them to the practitioner in their own words. This activity enabled the children to describe things that happened in the past and relive the moment. The children also had the opportunity to practise their drawing skills whilst using their hand and eye coordination to navigate the marks they made on their paper.



Turn-taking games

Personal, social, and emotional development – Making relationships



The children took part in turn-taking activities which the practitioner concentrated on a small group of children one at a time. The children were provided with two activities to participate in. The first group consisted of Lamia, Nora, Idris, Blessing, Olivia, and Kymani. The first game was a ball game where the children had to hit the ball with a hammer and watch it roll down. The aim of this activity was for the children to pass the hammer to the next child sitting next to them and encourage them to wait patiently for their turn.

The children did well in taking turns and passing the hammer to their peers after the practitioner modelled this to the children and supported them.

The second game was a fishing game where the children had to use a magnetic rod and catch the sea animals and objects. The practitioner guided the children in taking turns as each child had to put the magnet fish next to them and pass the rod to their next peer for them to have a go. During this activity, the children were able to **accept the needs of others take turns and share resources, sometimes with support from others**. The practitioner also reminded the children to say whose turn it was by saying their peers' names who were sitting next to them and the child receiving the rod was reminded to say, 'thank you'. Towards the end, the children were able to take turns independently without much guidance from the practitioner. We will continue to support the children during free play with sharing their toys and learning how to take turns independently.



Jolly Phonics - Literacy – Reading

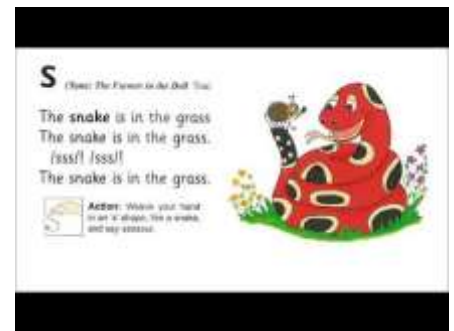
The children took part in their first phonics session and the practitioner introduced them to the first letter which is 'Ss'. Book one contains the letters 'Ss', 'Aa', 'Tt', 'li', 'Pp' and 'Nn' and learning these letters first will support the children in the early years of being able to blend and read short simple words. Each letter contains a song with actions and the children were taught the jolly phonics song for 'Ss' as the practitioner placed some props on the table such as a snake and showed the children the snake which was in the book.

The practitioner also sounded out the sound of the letter and told the children which words contain the sound 'Ss' such as sun, sand, spider, stick, strawberry and many



more. The children were able to **hear and say the initial sounds in words** and when the children become familiar with their letters the next stage will be to copy and trace some letters. We have attached the link below if you would like to learn the song with you at home and the staff will let you know which letter the children are concentrating on weekly.

As a follow-on activity, the practitioners supported the children to identify various objects and toys that begin with the letter 'S' during free play and also carried out 'what's in the bag?' using items beginning with the letter 'S'



Below is a link to the phonics song for letter 'S'

<https://www.youtube.com/watch?v=BCjvGBjoL8M>

Settling in/Independent Skills

We continued to settle the children to the nursery as it was their second week back and for some children, it was their first week back from their summer break. We have had new children starting the setting and the practitioners have continued to support those children in becoming familiar with their new environment, and bonding with their key person and peers. We have been concentrating on the children's independent skills and supporting them in being able to hang their belongings on their pegs independently, supporting them during mealtimes, and supporting some children during toilet time as some children came back from their holiday toilet trained.

Practising independent skills during mealtimes

Physical development – Health and self-care

The children practised independent skills during snack and lunchtime and are now provided with fresh meals daily, rotating from a six-week menu and are provided snacks in the morning and afternoon. The children have been practising their independent skills and have a choice of whether they would like to eat snacks or continue playing as we provide snacks between free play. Therefore, the children are given an option of whether they would like to eat or play, and the practitioners support the children who are at the snack table. This supports the children as they become confident in **telling adults when they are hungry or full up**.

The children are encouraged to select what they would like to eat and are supported in spreading their cheese or butter onto their crackers using a child-friendly knife and pouring their own drinks into their cups. During lunchtime, the children are supported in selecting their salad using a fork and then passing it to their peers. The children are also encouraged to serve themselves at lunchtime estimating their portion sizes and then asking for more when finished. When the children have



finished their meal and dessert, they are encouraged to scrape their plates into a rubbish bowl and then place their dishes into another bowl. The practitioners will continue to support the children with independence during mealtimes.

Your Majesty Queen Elizabeth II

The children took part in a theme of learning about the life of **Queen Elizabeth II** as we set up a mini remembrance table for the Queen and for the children to explore during free play. Some children already knew that she passed away as they have seen it on the news at home or their parents have told them. The children have also participated in some activities involving the Queen to understand the Royal family.



Our remembrance table of your majesty Queen Elizabeth II

Born - 21 April 1926

Died – 8 September 2022



Rest in peace

Drawing a picture of the Queen

Literacy - Writing

The children in Rainbow room took part in drawing a picture of Queen Elizabeth II. This activity supported the children to build on their understanding of Queen Elizabeth II, her roles, and responsibilities and to pay tribute to her life.

Olivia, Rahil, Aydin, Kymani, Krystal and

Exauciane took part in this activity. The practitioner showed the children a picture of the Queen and spoke about what she looked like and how she dressed. The practitioner spoke to the children about her crown and jewellery, Krystal said, "it is very beautiful and shiny". The children **were able to give meaning to their drawings** and were given the option of what they would like to draw as their free choice. Aydin loves alphabet letters and instead of drawing the Queen, he wrote letters starting from A to Z, **using a pencil and holding it effectively to form recognisable letters, most of which are correctly formed**. Olivia and Kymani drew a picture of their mummy, and most children were able to draw features such as a head, eyes, nose, and mouth, **showing a preference for a dominant hand** as some children were using their left and some were using their right hand when holding the colouring pencils.



Handprint of the British flag

Understanding the world – People and communities

The children took part in a creative activity to form the Union Jack flag using a range of coloured paints which reflect the colours of the flag. For this



particular activity, the children were supported by the practitioner to create handprints of the Union Jack flag on their individual pieces of paper. This activity consisted of Nahya, Leo, Mason, Chiara, Safwan, Saryyah, Krystal, and Idris.

The children were prompted to wear aprons before they started the activity and sat around the table and waited patiently, the practitioner firstly showed the children a Union Jack flag to support their understanding and make a link to their experience of viewing it outside of the nursery.



The practitioner talked about the colours of the flag as the children independently pointed out the colours, 'blue', 'red' and 'white' and discussed the patterns.



The practitioner spoke to the children and explained, "this is the flag of Great Britain" and that we are living in the UK right now, the children **were commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world.** The children were provided A4 paper along with some red and blue paint. The practitioner explained how they will be forming their flags through hand printing. The practitioner said she will be painting the palm of the children's hands with blue and red stripes and will thereafter stamp it down onto the paper. Some children were not very fond of getting their hands painted or messy, so the practitioner allowed them to use the paintbrush instead when creating their British flag. The children recognised and pointed to the one that we had hanging across the corridor, **noticing detailed features of objects in their environment.**

Healthy eating/Cooking and baking

The children took part in cooking and baking activities as we wanted to encourage and prompt them with trying new foods, this was also a great way for them to make and prepare their own food to eat and try.



Some children are very particular with certain foods and the children are now having lunch at the nursery where we provide a six-week menu with a range of delicious healthy meals. The children started off by making sandwiches, fruit salad and banana cupcakes. The children were also provided with a variety of food play to explore during free play such as cooked vegetables, pasta, mashed potato, custard etc.

Cutting fruits

Physical development – Moving and handling

The children took part in cutting fruits such as apples, pears, plums, and kiwi. Sariyah, Lamia, Nora, Idris, and Blessing all took part in this activity

Each child was provided with a chopping board and a child-friendly knife to choose some fruit to cut and place inside their plastic cup to take home.



The children were given choices to choose which fruit they would like to cut and whether they would like to eat it or take it home. Most children enjoyed eating their fruit at the same time they were cutting, and the practitioner asked the children some questions such as where certain fruits grow. When the practitioner asked the children ‘where do apples, pears, kiwis and plums grow?’, Idris, Lamia and Nora replied, “from the tree”.

This activity supported the children with their fine motor skills as they were positioning their fruit flat on their boards holding the fruit with their hands and trying to cut with the other hand. The practitioner spoke to the children about safety when using knives and that we need to be careful when using one-handed tools such as knives, forks, and scissors, [showing an understanding](#)

[that equipment and tools can be used safely](#). The practitioner spoke to the children about the benefits of some of the fruits such as kiwi containing vitamin c and apples are rich in fibre which is good for the skin.

Making sandwiches

Characteristics of effective learning – Active learning



The children took part in making sandwiches for one of their healthy eating activities, which consisted of Sariyah, Safwan, Le’ziah, Nahya, Kymani, Mason, Blessing, Lamia, Nora, and Idris. The children were provided with individual slices of bread, some butter, cheese, cucumber, tomato, and lettuce. The children were given the opportunity to **make choices** as they selected the ingredients they wished to place inside their sandwiches. Each child was also given



a chopping board and a child-friendly knife to spread their butter onto their bread. The children practised their fine motor skills when spreading butter all over their bread and took turns in passing the ingredients around when making their sandwiches. The children were able to express their likes and dislikes showing



confidence in what they would like in their sandwiches.

When the children had finished placing their ingredients onto their bread, they added another slice of bread on top and the practitioner encouraged the children to cut their sandwiches into the shape they like as some children wanted a 'square' shape and some children chose 'triangle'.

This allowed the children to explore numeracy skills such as quantity, shape, size, and amount as well as feel, smell, and taste ingredients, some children ate their sandwiches straight after making them and some children requested to take their sandwiches home. The children **enjoyed achieving what they set out to do and we're proud of how they accomplished as** this activity was a great opportunity to teach the children life skills and to discover what they can make when they have a goal in mind. The children really enjoyed making their own sandwiches and were requesting to make them again the following day. We will continue to provide the children with at least one cooking or baking activity a week.

Bonus sessions

Tiny Mites

Rainbow room children took part in their first session of Tiny Mites after the summer break. We had our new music teacher **Tracey** leading the session. Chiara, Sariyah, Andreas, Kymani, Nahya, Leo, Mason, Saif and Le'ziah all took part. To start with Tracey greeted the children and sang her hello song, she pulled out her puppets one by one and introduced their names to the children, Tracey then went around the circle and asked each child their name. Some of the children confidently told her their name and some were shy. The children **listened attentively and followed the instructions** well. Tracey pulled out her spider puppet and sang the spider song along with some actions, the children showed excitement and tried to imitate her actions. For the next song Tracey gave the children a plate to use as a steering wheel and pretend they were driving, firstly they closed the door, put their seat belts on and were ready to drive, and moved side to side.



The children **created sounds by banging and shaking** and showed in interest in the different musical sounds. The children **moved freely and with pleasure and confidence in a range of ways**. They also explored a range of animals, their sounds their and actions as they pretended to visit the zoo. To end the session Tracey took out her bubble machine and gave the children the opportunity to sing and dance whilst popping the bubbles with their peers.



Heuristic play

Being imaginative and expressive

The children took part in **heuristic play** where the children explored a range of natural resources which was set out in Rainbow room. Sariyah, Krystal, Lamia, Nora, Idris, Blessing, and Exauciane took part in this activity. The children showed interest in exploring the buttons as they were allowed to play with buttons for the first time. Lamia picked up a gift bag and showed interest in filling it up with different items she found around the room. Idris and Nora showed interest in filling and emptying as they filled up stainless steel buckets with a range of items and buttons. Nora came up to a practitioner and showed her bucket which was filled with different buttons and said, "look I have coins", as she **engaged in imaginative play based on her own ideas or first-hand or peer experiences**.



Idris was also showing the practitioner different buttons he picked up each time as they are all different shapes, colours and sizes. The children also showed interest in exploring hooks, wooden objects, and lids. Nora and Sariyah picked up a



cardboard roller each, looked through it and said, "I can see you", as they pretended it was a telescope. Idris was lining up the corks and then placed them on top and inside the lids. Nora, Lamia, Sariyah, and Blessing showed interest in playing with the wooden blocks as they all built a tower and showed it to the practitioner, **using available resources to create props or create imaginary ones to support play**.



In the afternoon, Sariyah, Krystal and Exauciane, enjoyed exploring different resources and were also amazed by the buttons. Sariyah and Exauciane showed interest in making sounds as they were hitting the stainless-steel buckets with long cardboard rollers. Then, Sariyah, Krystal and Exauciane all started filling up the stainless-steel buckets with different resources such as wooden pieces, hooks, and buttons. The children went to explore the zips, Krystal picked a zip and said, "this is pink, pink is my favourite colour". The children then started opening and closing the zips, **manipulating a range of objects using both hands** which was a great way to practice their gross motor and independent skills. Exauciane found it a little difficult as she is slightly younger than Sariyah and Krystal. Exauciane brought two lids to the practitioner and asked her, "what is this?", the practitioner did not respond straight away and asked her to say what it might be. She then asked again, and the practitioner replied, "lid", Exauciane then said, "It's nice".

Forest play



The children took part in their first forest play session, consisting of three children, Idris, Sariah, and Krystal. On our way to Forest play, the practitioners talked about safety when crossing roads and traffic lights. The children took turns in pressing the wait button and the practitioner told the children that “red man means stop” and “green man means go”. The children observed what was around them as they were walking, Krystal saw a train passing by before approaching the bridge and the practitioner told the children that we were going to pass ‘Hackney Downs station’. Idris saw Tesco (our local supermarket) as he pointed to it and identified his house, [commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world](#). As we continued walking, Idris saw a bus stop and said, “bus station” and asked where the bus was. The bus was coming so we waited for the bus as the children wanted to see the passengers going on the bus. When we arrived at the park, the children were left free to walk or run through the grass to find their other peers and practitioners from the other nursery. Krystal wanted to walk through the long part of the grass, and they also heard and saw an aeroplane in the sky as they looked up and watched it disappear through the clouds.

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 the children’s first forest play session. 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. We then went through the forest play rules with the children as the first rule is ‘no picking’, ‘no licking’ and the children repeated this 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. The children were able to **follow directions and respond to instructions** sometimes with support from the practitioners and were reminded not to pass the red tape whilst exploring.

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 and told the children what she found. Idris said, "it's a snake", Hafiza replied, "it's a worm, a wiggly worm". Hafiza then asked the children, "who would like to hold the worm?" and a child from the other nursery wanted to hold the worm. Once the children have placed their soil inside their buckets, Hafiza then encouraged the children to pour some water inside their buckets and mix it with their brush to form mud. The children were encouraged to do this independently and then they were set off to do mud painting. Idris, Sariyah, and Krystal enjoyed painting the log, Sariyah was painting using her right hand, and Krystal was using her left hand to hold the brush, **showing a preference for a dominant hand**. Whilst Krystal was painting, she said to the practitioner, "look, what I'm painting as she noticed a hole in the log". Idris was also using his left hand to paint as he had the brush on his left and was holding the bucket with his right hand. Idris came up to Hafiza who was sitting around the digging area and asked for some more water for his mud painting.



Log climbing:

The children were set free to climb on the log. Krystal and Idris did not want to try as they were feeling a bit scared. The practitioner encouraged Idris as she put him on the log to sit down with the practitioner by his side. The practitioner

encouraged Sariyah as she attempted to climb and as she tried a couple of times with the help of the practitioner, she was then very confident and was able 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 onto the log starting from the very low part of the log, **travelling with confidence climbing and balancing**.



Insect hunt/Explore and find natural things:

The children were given two activity sheets and a marker pen to go and explore what was on the paper and tick it off. The children were mainly fascinated by finding insects and found a lot of spider webs. By the large tree, there were two holes underneath which looked like a fox home. Krystal, Idris, and Sariyah were able to go around and observe what they can



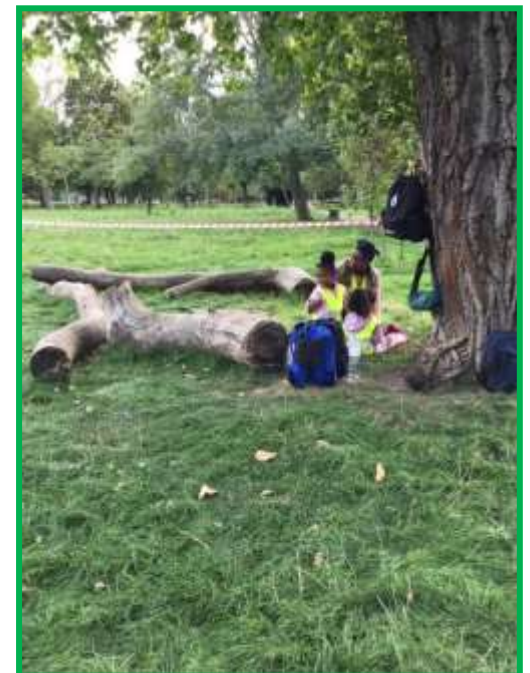
see. When the practitioner asked Sariyah, 'what did you find?' she replied, "leave" by pointing at it on her paper, and said, "worm", as she said, "there it is", as she also spotted a worm on her sheet. Krystal said she found a bee, tree, leaf, and worm.

The children needed encouragement in ticking inside the boxes but were able to identify the images. After exploring their surroundings, the children were told to collect some natural items that they see around them such as leaves, sticks and twigs. The children then gathered around Hafiza as they sat down and spoke about what they have found. Hafiza spoke to the children about the natural things that they found and talked about the difference between dry leaves and green leaves, [developing an understanding of changes over time](#). Hafiza showed the children three different coloured leaves green, yellow, and brown and talked about the process of the leaf changing colour as it is approaching Autumn fall. Hafiza also spoke to the children about the difference between a log and a stick talking about thick and thin.

Hide and seek:

Towards the end of the session, the children took part in playing 'hide and seek' where children were split into two groups to hide and Hafiza to find them. As the children went to hide, one group by the tree and the other group by the log, Hafiza counted to ten and she then shouted, "where oh where are you" in a high and low pitch. Then the children shouted, "we are we are here" whilst hiding and heads ducked down. Then Hafiza slowly started approaching the children repeating the same phrase as she came closer and closer, and the children became more excited each time.

Hafiza found the first group of children as they were hiding by the tree and held the children's hands as they went to find their other friends hiding behind the log, this game is a great opportunity to support and [guide the children's social relationships and interactions](#).



Sunshine Room

We would like to give a warm welcome to all the new babies (Cesar, Bobby, Boudicea, Cairo and Orlando. that have enrolled at Rooftop nursery and have settled into our new baby room this September 2022



Settling into nursery/children's interest

It has been an exciting time for us all at Rooftop nursery as we begin to settle our new babies into Sunshine room, and we aim to provide the best for the children in our care. We have newly renovated the room with community play resources, cots, sensory toys, feeding chairs, and dividers in order to make it a warm and welcoming environment for the children to explore, learn and play.

During the settling-in period, the key person gave 1:1 to their new settlers as they transition to nursery and supported the children with **forming a secure base to explore from**. As the children have been attending, they have had the opportunity to familiarise themselves with our nursery routine and have been supported emotionally, to ensure a smooth settling-in period. The practitioners ensured they set up and provided a range of activities and resources based on the babies' interests by observing them and identifying their interests and using their routine information from home to implement their particular interests for the following day's set-up and activities planned. We also provided a range of sensory play to encourage the babies to explore different textures by using their senses which they really enjoyed. The children have all gradually become familiar with their new environment, new faces, the routine, and bonding with their key person and peers

During the first two weeks we welcomed Cesar and Bobby, they showed interest in playing with the musical instruments on the small table, Cesar required support from the practitioner to stand up or move around whilst attempting to grab the instruments. Bobby showed interest in playing with some Edu blocks and cars that were set up. The practitioner also added some soft toys to the carpet area as they both enjoyed exploring the cuddly toys.

Water play with sea animals

Understanding the world: The world

The children were provided with some water play to support them with using their senses and explore a few sea animals at the same time.

During activity time we had Bobby and Cesar that participated, as they are still very young the practitioner supported and guided them as they touch and felt the water and sea animals, they also managed to tap their little hands in the water tray and splash the water. Cesar and Bobby also explored the sea animals and boats by attempting to mouth them.

The babies **were able to move their eyes, then heads, to follow moving objects**, as the practitioner moved them around from one end of the tray to the other. Overall, it was a great experience for both babies as the practitioner is getting to know them both and identify their likes and dislikes.



Settling in pictures – Sunshine room children



Water play



Having fun in the ball pool



Snack Time



Having lunch with my friends



Making relationships – Playing and exploring together – Forming friends

Settling in pictures – Sunshine room children



Having fun on the see-saw



Exploring the rocking horse



Enjoying outdoor play



Story session (Listening and attention)



Painting activity – Creative play



Exploring leaves/Understanding the world

Sensory Play

The practitioners have been continuously settling the babies into the nursery each week and during the second week, we had yet another friend join Sunshine's room and her name is Boudicea. During the second week, the practitioner provided a range of sensory resources for the children to explore from and also inflated a ball pool too! The children were able to get involved in different activities based on their interests, engaged in sensory play, or get their hands wet and with sensory textures. The practitioner introduced different toys to the children during indoor and outdoor play and they were really happy.



Having fun in our Ball Pool

Physical Development: Moving and handling

Sunshine room children had the opportunity to play in our very own ball pool, the practitioner inflated our ball pool and filled it with a range of colourful, textured balls. Boudicea and Bobby showed much interest in the ball pool and played in the pool together. Both of them were happy playing in the pool, they smiled and giggled whilst making facial expressions as the practitioners engaged in their play. Bowie and Bobby spent time throwing the balls from one end to the other and wiggling their feet within the ball pool, they also enjoyed throwing the balls out of the pool.

They explored the different colours and textures of some of the balls as we had some spikey balls and spongy balls.

were interested in playing with water and some boats and they both were interested in splashing the water and testing it at the same time. This activity helps children build and develop their gross motor skills and their mind. The practitioner was able to see both babies **being able to push, pull, lift and carry objects, moving them around and placing them with intent**. Overall children had fun learning about the colours and the environment around them and being able to explore.



Expressive arts and design: Creating with material

Car washing with a bath puff

As the children have recently shown interest in water play, we decided to take it to the next level and explore some car washing using the toys cars and bath puffs to extend the children learning and play.

The practitioners have observed that all the babies enjoy messy play, so we provided water play and added some cars to engage them in an intensive car washing activity, Bobby and Cesar were very engrossed and used their palmer grasp to hold onto the bath



sponges, they certainly had a lot of fun during the activity This particular activity helps babies experiment with a range of media tools, materials, sounds and whole-body movements through multi-sensory exploration.



Cesar and Bobby showed interest in holding the bath puff and rolling the car back and forth to create simple movements, Bobby started splashing the water and got a few of her peers wet. Boudicea did not show much interest in participating in the activity as she was more interested in playing with the pool ball independently and from time to time, she would run to the table to see what her peers were doing.

Overall, the children had fun taking part in the activity and explored learning about different textures and colours through sensory play

Celebrating Queen Elizabeth II's Legacy

The practitioner continued to support the children with their emotional and physical needs during their stay in the setting. The practitioner was able to incorporate some activities that link to the theme of the week: Another topic we covered was celebrating Queen Elizabeth II's legacy after hearing the sad news of her passing. The practitioners planned a hand-printing activity for the children to take part in with the colours of the flag of England.



As some of the babies are young and still do not understand what's going on in the country the practitioner made it baby-friendly by incorporating the activity with their sensory play.

Creating handprints that represent the union jack flag

Understanding the world - The world

Sunshine room children had the opportunity to create handprints using the colours; white, red and blue to represent the union jack flag and in memory of Queen Elizabeth II. This particular activity enabled the children to learn and explore different colours.



The practitioner prepared the coloured paint and a large piece of white paper. Each child was supported with wearing an apron before they began hand printing

Cesar showed interest in the paintbrush touching his hands as the practitioner formed strokes in the palm of his hands and on



his fingers to create his handprint. Boudicea showed interest at first as she kept looking at the practitioner and then ran away and then come back until she allowed the practitioner to put some paint on her hands, however, she quickly wiped it on her top whilst expressing a look of confusion. The practitioner was able to understand that Boudicea will require more support from the practitioner to get involved in these messy, sensory activities.

During this activity, the practitioner used simple language and repeated the name of the colours multiple times, we also described how the paint felt in the palm of the hand with a gentle and calm voice for the babies to understand. Overall, they were a great first experience.

Water splashing with bubbles

Communication and language - Understanding

As the babies really enjoy water play the practitioner carried out yet another water-based activity. Cairo and Cesar both took part and did well and had their water splashing with some sea animals on their own without the help of the practitioner. Both Cairo and Cesar had their apron on and wiggled their fingers in the water whilst splashing the sea animals inside the water. Cesar required support from the practitioner to be able to get to the water, but he did well as the practitioner was helping him. Cairo enjoyed the activity as he was able to splash the water and explore the sea animals, he was looking at them and putting them back in the water.

This activity enabled the children to expand on their sensory development.



Orlando's Birthday Party

Personal, social and emotional development - Making relationships

Sunshine room children had the opportunity to celebrate Orlando's 1st birthday at nursery during the month of September. The practitioners and his peers all had fun celebrating his birthday, we had some colourful balloons and a birthday banner displayed for the celebration along with some yummy snacks.



The practitioner and Orlando's new friends sang Orlando a happy birthday song and then had a party with nursery rhymes, parachute games, and dancing along to some music. Orlando, Boudicea, and Cesar enjoyed the dancing as they all enjoy listening to music whilst [moving their body to the beat](#).



Exploring musical instruments

Sunshine room children were able to focus on musical and physical play as part of their theme as all babies have been showing interest in music and dance. They are showing awareness of different sounds and where they come from.



To build on the children's interest the practitioner took advantage of that and put in place activities such as music and dance session, rolling and throwing a ball, what's in the bag using musical instruments, and water play to help them explore and use their physical strength and body movement to the sounds they hear. The practitioner also continued to support the new babies that settled in during the week, guiding them with the routine and helping them be more confident in exploring the room independently.

What's in the bag using the musical instruments

Physical Development: Moving and handling

Cesar, Boudicea, and Cairo enjoyed our instrument exploring activity, which is called "what's in the bag".



For this activity, the children were given the opportunity to take turns in putting their hands into a bag filled with a range of instruments and pull at one item to explore. The practitioner sang, "what's in the bag, what's in the bag, it's Cairo's turn, it's Cairo's turn, what's in the bag". Each child was then supported by the practitioner to pull out an object.



Cairo pulled out a lollipop stick and Boudicea chose the shaker and started to shake it. Cairo also chose his instrument with the practitioner's help and guidance and pulled out a flute on his second turn, which he put it in his mouth. The practitioner said "Cairo, do you want to blow and whistle".

Sunshine room children explored a tambourine, maracas, handbell, wooden sound block, a flute, hand drum, chime bar, wood sounder and flute during this activity. They were also exploring the texture of the wooden instruments as part of using their senses to touch and feel.



The practitioner allowed the children to explore their items by observing them and taking turns with the practitioner. Cesar showed interest in putting everything in his mouth as that was his way of exploring the objects around him. They enjoyed taking part in this activity and exploring the new toys



Half-Term (Term-Time) Holidays
Monday 24th Oct – Fri 28th Oct 2022

Parent's Afternoon
Friday 26th November 2022

End of year Party
Friday 16th December (3pm to 5pm)
Nursery closes at 5pm

Last day for term time children
Friday 16th December 2022

Last Day – Nursery closes at 4 pm
Friday 23rd December 2022

Nursery Re-opens
Weds 4th January 2023

Inset Day
Tues 3rd January 2023

Comments/ Suggestions

Please feel free to write any suggestions/comments you may have on the space below and return the slip to the office or post it into our suggestion box located in Star room corridor.

Name (optional): _____ Date: _____