

A very happy birthday to Exauciane, Israa & Cesar!

Love week

Hafiza, our amazing Manager, brought all the staff some lovely gifts and treats for love week, demonstrating love and kindness from the bottom of her heart. We feel lucky to have a fantastic Manager like her and would like to thank her for showing empathy and care by always treating her staff, constantly keeping the team in high spirits, and inspiring us to work harder ensuring that we have a bright working environment.

Thank you.

Celebrating Love week at Rooftop Nursery - Promoting positive staff relationships



We are deeply saddened by the news of the earthquake in Turkey and Syria which caused so much damage and loss of life. Our thoughts and prayers go out to everyone who has been impacted by this tragedy. In these difficult times, it's important to know that Turkey/Syria is not alone and that people all over the world are thinking of them and sending their love and support as they navigate the challenges ahead. The impact has been widespread, and many communities have been severely affected. The rescue and relief efforts are underway, but the affected communities need all the support they can get to recover from this tragedy. As we come together to pray for those affected by the earthquake, one of the most impactful ways we can help is by making financial contributions to the organisations working on the ground to provide aid to the affected people.

- Female Carers Day /Carers Day will be hosted on **Thursday 16th March 2023** from 9am to 11 am, we are excited to have all our children and carers spend the morning together participating in lots of fun activities and enjoying yummy food.
- Please ensure to fold buggies every morning before placing it in the buggy area.
- Please do not leave any buggies on the decking area as our children use this area for outside play.
- Children should not be bringing in toys from home, we cannot take responsibility for any missing items.

Reminder to All parents

Parent Notices

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>

Reminder of the Bonus programs

Bonus programmes	For who?	Days & Times
French sessions	Rainbow Room	Wednesday (Fortnightly) 9.30-10.00
Forest Play	Rainbow Room	Thursdays (Fortnightly between spring and autumn)
Tiny Mites	Rainbow & Sunshine	Monday 9:15-10:15

Sunshine Room

We would like to welcome Ihsaan and Amaru who has joined Sunshine Room!

Chinese New Year

Sunshine room children focused on **Chinese New Year** as it is part of British values to celebrate other cultures and learn about others' celebrations in our setting. The practitioner provided the babies and toddlers with lots of activities related to the theme which they were able to explore based on their age band. The babies made red playdough, decorate lanterns, dress up and listened to cultural music, engaged in red pasta play, made Chinese fans, and lots of other activities to expand their learning and development about different cultures. The practitioner also made sure that some areas of the room are set up according to the theme and provided messy play activities. All these changes to the room and environment enabled the children to feel engrossed in the theme. The practitioners also provided children with bonus activities such as 'Yoga', 'Box of feelings', and 'what's in the bag' to support their language, personal, social, and emotional development.

Cultural dress up

Understanding the world: People and communities

The children had the choice to dress up in different cultural outfits. It is very important for our young children to learn, understand and celebrate different cultures and celebrations in a fun way, as it raises awareness and appreciation among the children and acceptance of what, how, and why other people celebrate. Celebrating culture through role play, music, and dance brings happiness to our children, and dressing up builds language vocabulary. The children showed [curiosity about others and showed interest in stories about people, animals, or objects that they are familiar with, or which fascinate them](#) in their daily life.



The practitioner played Chinese music as the children learned and took part in activities relating to Chinese New Year. Cesar, Romy, Cairo, and Eliz were shown different costumes. Cairo held a soft satin top which was black and gold, and the practitioner helped him to get dressed. Cairo went up to the mirror to look at himself, and said, "nice" and gave a beautiful smile to the practitioner. Eliz saw Cairo dress up, so she dressed up in a long black and red satin dress. Eliz went up to the mirror to see herself and started twirling. Romy and Cesar enjoyed the music and attentively observed their peers dressing up.



Independent skills during snack time: **Physical Development: Health and self-care**



Sunshine room children had the opportunity to focus on developing their independent skills during snack time. The aim of this was for the babies to become independent during mealtimes such as holding their own spoon when feeding themselves and serving their food independently with confidence. The practitioners supported some of the older children to even pour their own water or milk into their cups. However, to support their independent skills, the children have been practising to **feed themselves and hold onto a cup with both hands and drink without much spilling**.

Cairo, Siena, Nala, Eliz, Bobby, and Orlando are the older children in the room, so this activity was prepared specifically for them. First, the practitioner put cups in the middle for the children and asked them one by one to pick up their own cups. All the children did really well in choosing their favourite colour, and then they picked out a tea cake from a plate.

Bobby, Eliz, Nala, Orlando, and Siena picked up their tea cakes and placed them in their own little bowl. Later on, the practitioner taught the children how to use their forks to pick up their own portions of grapes and put them into their bowls. One by one the children took turns taking the grapes, Siena and Eliz did really well using their forks to take their grapes while Nala, Bobby, and Orlando needed a bit more help from the practitioner to hold onto their forks and move the grapes from one bowl to the other.



Sensory play & Oral Health

Sunshine room children enjoy exploring **sensory play**, therefore the practitioners continued to provide different textures and resources for the children to explore. The children explored sensory play with liquid and solid items. We also focused on **oral health** as some of our babies are teething, therefore we introduced the early steps of brushing for the babies to understand some of our daily routines.



Sensory play with soft balls, shredded paper, and soft toys

Understanding the world - The world

The children took part in exploring sensory play where the practitioners provided shredded paper with colourful balls and soft teddies. This is a great way to encourage the children's **fine and gross motor skills, concentration, and hand-eye coordination when exploring by using their senses** in a wide range of textures, sounds and colours. The children who took part in this activity were Bobby, Cesar, Romy, Nala, Siena, and Elyas. The children sat around the tray on the mat to explore the shredded paper by touching it and



discovering the balls and soft toys that were hidden under the paper. The practitioner was also engaging with the children through this activity and encouraged some of the children to feel the shredded paper and make sounds by scrunching them up. Bobby, Siena, and Nala explored the shredded paper by transferring the small pieces of paper from the tray onto the mat. Elyas and Romy wanted to explore much more closely, so both sat on the tray. The practitioner was communicating and using open-ended questions to support the children's language, for example, Bobby found a duck through the shredded paper, Bobby and Siena said, "duck". The practitioner asked, 'what colour is the duck?' Nala replied, "yellow".

Practicing brushing teeth with props-

Physical Development - Health and self-care

The children took part in a tooth brushing activity where the practitioner provided the children a model of a mouth and a large toothbrush along with smaller models. First, the practitioner demonstrated to the babies how to brush their teeth singing the song, 'this is the way we brush our teeth'. The practitioner squeezed some toothpaste onto the toothbrush before brushing the large model teeth. The practitioner then passed the large model and brush around and helped the children to hold the brush correctly whilst showing them how to brush. The children then used the smaller models and toothpaste to practice brushing teeth.

Cesar, Romy, Bobby, Willow, and Orlando participated in this activity. The children really enjoyed this activity as some of them were placing the toothbrush into their own mouths and were also [chewing on the toothbrushes](#).

Milk teeth are the first set of teeth that babies grow which usually start coming through at around 6 to 12 months old, therefore it is very important that babies' teeth are taken care of from the beginning by massaging their teeth and gums. It is important that children learn to brush their teeth at a young age, by starting early, toddlers will become comfortable with the concept of brushing on a regular basis. The idea is to make cleaning their teeth a fun and enjoyable experience.



Love week

Sunshine room children did a theme on love week as it was Valentine's Day, and the children took part in activities and shared cards with their loved ones and with their familiar peers and adults in the nursery. As we all enjoy being appreciated and recognised by our loved ones, the same way our babies and toddlers enjoy being loved by people around them. The practitioner offered children messy activities and talked about love in a friendly and fun way. Babies and toddlers may not understand what love is but they do know the language of cuddles, attention, appreciation, and lots of kisses from their parents, peers, and familiar adults. The practitioner provided activities such as making heart shapes with playdough, decorating love cards, and reading stories about love. The practitioners also continued providing children with bonus activities such as 'Yoga', 'Box of feelings', and 'what's in the bag' to support their language, and personal, social, and emotional development.



Physical Development: Moving and handling. Making love cards

Sunshine room children took part in making cards for their loved ones. The children decorated cards with glue, sequins, shiny paper, and glitter. This activity supported the children's fine motor skills as they used the glue stick to spread the glue and used their fingers to pick up sequins and stick them on their cards as they **enjoyed the sensory experience with marks and sticking**. Romy, Cesar, Willow, and Bobby needed support to spread the glue and stick their resources to decorate their cards. Siena, Nala, Eliz, and Cairo were able to decorate their cards independently however still required some support from the practitioner to spread the glue all over the card for them to stick the sequins on the coloured paper. Willow and Cairo enjoyed using sequins to decorate their cards and they kept putting more sequins and used their fingers to push the sequins on



their card to make sure it sticks. Eliz enjoyed holding the glue stick to spread the glue, when she saw the glitter, she wanted to sprinkle it independently, however, she was supported in holding the glitter tube to sprinkle it on her card. Romy and Cesar were supported to spread the glue on their card. Romy picked up a sequin and was looking at it with interest as the sequins are shiny with different shapes and colours. Romy and Cesar felt the texture of the sequins and were encouraged to stick it on the card. Cesar enjoyed holding the glitter with support and sprinkling it on the paper. The children enjoyed taking part in the activity as they all were engaged during the activity and explored the different types of sequins and paper, the activity went well overall.



Understanding the world: People and Community

Making heart shapes with playdough



Sunshine room participated in making love hearts with play dough during the activity. This activity was chosen to allow the babies to feel the different textures, explore the process of how playdough is being made and explore **different sizes and shapes of objects** being used to make the heart shapes. The practitioner explained to the babies what they will be using to make the play dough. They used oil, flour, red paint to turn the play dough into red colour, salt, spoons and metal bowls as the babies had their individual bowls to mix in. The children who took part in the activity were Romy, Siena, Cesar, Willow, and Bobby. Each child had a turn to hold the spoon to scoop some flour into their bowl, some had the support of the practitioner as they are not as independent yet. Romy, Cesar and Willow were supported in holding the spoon to scoop the flour into their own bowls, Bobby needed a little bit of support in scooping her flour into

her bowl, but the practitioner held her hand to help her scoop, Siena was able to hold her own spoon and scoop without the support of the practitioner showing **an increasing need to be in control** of her own love card.

The practitioner had a large bowl and showed the babies the oil that they were going to pour in, the salt and a bit of water, the children explored the texture of the flour with their hands before it was put into the large bowl, once the flour was in the large bowl, the red paint was added, Siena, Romy and Bobby was watching the paint being poured in. Bobby was keen to mix the large bowl, she held the spoon and attempted mixing, Siena and Willow watched her and they also wanted to have a go. Once Bobby had mixed some of the ingredients, Siena and Willow had their turn to help mix all the ingredients together. Once the play dough was made each child was given a small amount of play dough to explore, Siena, Bobby and Willow used both hands to roll the play dough as they observed the practitioner rolling, they then had a go. The play dough was then cut out into heart shapes and were given to each child to have a look at, Cesar used his index finger to press the play-dough heart shape while Romy used both her hands to hold it and tear it into small pieces. The children enjoyed participating in the activity, they learnt about the colour of the play dough and explored the texture, they were highly engaged during the activity.



Baking/Teddy bear picnic

Theme: **Cooking week/ picnic with lovely teddies**

Sunshine room children took part in baking activities and role playing having a pretend picnic with teddies as part of the children's interest based activities as it was observed that some children were playing in the home corner pretending to cook and playing with the soft toys pretending to feed them and eat with them. To support the children's interest and expand on their learning through their play, the practitioner provided baking activities making banana cupcakes and oat biscuits. They also had a pretend picnic indoors with all their favourite teddies and during snack time. The practitioner also supported the children with their cognitive development by providing heuristic play and allowed them to use their imagination during play and learn to share resources with other children.



Understanding the world: The world

Making Banana cupcakes



Sunshine room children took part in making banana cupcakes with the support of the practitioner. The children have been showing lots of interest in exploring food during free play by going to the home corner and pretending to cook or bake using the cooker/oven and sink unit. Cesar, Orlando, Ihsaan, Willow and Bobby waited patiently for the practitioner to bring all the items that they were going to need to make their cakes. On a tray, the practitioner had flour, butter, eggs, banana and a little bit of milk for the children to add to a big bowl and then mix them together. One by one the children took turns to add the ingredients to the bowl and

Siena, Willow and Bobby did really well holding the ingredients with both their hands while Cesar and Ihsaan needed a bit more support from the practitioner to be able to pour the ingredients into the bowl as they are the youngest out of the rest of their peers. Sunshine room children **enjoyed the sensory experience of the food and felt the different textures of the food**. Siena added the eggs, Willow added the flour, Bobby added the banana and Cesar and Ihsaan helped add the milk into the bowl. All the children were able to participate in the activity and contributed to the lovely banana cake. The practitioner was really happy with the children's involvement in the activity and their ability to stay focused until the end without being easily distracted. Each child was supported to pour the mixture into individual cupcakes which were placed in a tray and then sent to the kitchen to bake in the oven. Once the cupcakes were baked, the children took their cakes home to taste and enjoy.



Bonus classes

Yoga



Eliz, Siena, Willow, and Orlando all participated in a short yoga session. First, we put on some calm music and placed individual mats around. In the middle we placed two LED candles and supported the children to stand on a mat each. The children were fascinated by the LED candles and wanted to touch them **as curious and interested to explore new and familiar experiences**. The practitioner said “hot” as she pretended to blow it for the children to understand that we cannot touch candles. The practitioner first introduced a pose where she stood with her arms up above her head and one foot up and asked the children if they can raise their arms, the practitioner then introduced another pose where she bent down and touched her toes. The practitioner asked the children ‘who can touch their toes’, as some

children were able to copy the actions and went down into a squatting position. This shows that sunshine room children needed a bit more support with **changing positions from standing to squatting with little support**. The practitioner then laid down on a mat and the children copied as they placed their heads on the mat, some required support in laying down. The children stayed lying down for a few minutes and then we sat up and practised breathing. The children were encouraged to breathe in with their noses and out from their mouths. Siena and Eliz were able to copy the practitioner as they let a deep breath out. We passed around an orange and told the children to smell the orange, which will be a new thing we introduce to the children during our yoga sessions; to smell herbs, lemon, lavender or any essential oils.



Tiny mites



Cesar, Cairo, Eliz, Orlando, Siena, Willow, Bobby, and Nala enjoyed taking part in the Tiny Mites activity. Janine started by saying hello to the children and introducing herself. Janine was singing different rhymes such as The Grand Old Duke of York using movement and dance. Siena, Cairo, Eliz, and Bobby were able to follow instructions with Janine by going down and standing up.

Cesar, Cairo, Eliz, Orlando, Siena, Willow, Bobby, and Nala enjoyed the rhymes of animals by touching the duck, goat, pig, and cow. All the children enjoyed feeling the animals by rubbing them with their hands, **anticipating repeated sounds when Janine demonstrates an action poppets several times**. Then Sunshine room children enjoyed the Twinkle Star rhyme by laying on the floor for a little while. Bobby, Nala, Cesar, Eliz, and Siena were able to follow the instructions of the rhyme. Janine asked the children before she sang the rhyme 'what is this in my hand' and Siena replied, "it's a star". Sunshine room children enjoyed the riding car rhyme by using plates and pretending they were driving a car and pressing the horn. Sunshine room children enjoyed bubble time; jumping and popping the bubbles while the practitioner blew bubbles in the air.



Rainbow Room

We would like to welcome Naveah to Rainbow room

Please ensure children do not bring in toys from home, we cannot take responsibility for missing items.

Independent skills & Toilet training

To support the children's physical and independent skills, we focused on encouraging the children with their independence and with their toileting as some of the children have started toilet training at home. We used dolls to demonstrate to the children how to wipe and talked about the process when using the toilet such as flushing the toilet and then washing our hands. The children also practised their independent skills during the day such as practising putting on their clothing independently, and independence during mealtimes.



Colouring different types of pants

Personal, Social & Emotional Development - Sense of self

Rainbow room children took part in colouring different kinds of pants. The aim of this activity was to teach the children about their own body and that their body is theirs, and no one is allowed to touch them. The children learnt that they are not allowed to show anyone anything that is beneath their underwear and not to come out of the toilet without their pants on. The children who took part in this activity were Idris, Kymani, Adam, Elizabeth, Le'ziah, Israa, Rebecca, and Akeelah. Idris was keen to do the activity as he was interested in colouring in. during the colouring activity, the practitioner asked the children if we should show anyone anything underneath their pants, Kymani and Idris replied "No".



When asked "why?" Kymani replied, "because it's not allowed", this showed that Kymani is able to understand as he **was able to answer simple questions**. The children enjoyed colouring in, choosing their own colours and **making connections between their movements and the marks they made**. The activity went well & the children were all engaged in their learning.



Toilet Training: Physical Development – Health & Self-care

Rainbow Room children took part in a toilet training activity to support their independent skills as some children are toilet training. The practitioner used a doll to demonstrate how to clean themselves after using the toilet and what to do next.

Each child had a turn at placing their dolls on a potty and the practitioner asked the children if their baby is doing a wee or a poo. If the child replied, 'wee', then the practitioner poured a bit of water inside the potty and if the child replied, 'poo', then the practitioner poured a bit of brown paint which resembled poo. The practitioner put brown paint on the bottom of the doll and sat the doll down on the potty, then showed the children how to wipe it off. The practitioner also explained that boys use the tissue to dab their private parts after urinating and girls wipe front to bottom. Mason was the first to attempt cleaning the doll, he used a bit of tissue to wipe the bottom of the doll, and then he pretended to flush the toilet. Leo was then asked to show his peers how to wipe; he held the tissue and wiped the doll front and back. Le'ziah was asked to demonstrate how girls would wipe themselves, she used a tissue to wipe the doll front to back showing she **is able to follow directions**. The children learnt how to use the toilet independently and demonstrated how to wipe, the overall activity went well, and the children enjoyed taking part.



Personal Social and Emotional Development - Understanding Emotions - Box of feelings.

Rainbow room took part in a box of feelings activity. We have chosen to do this activity to support our children with their emotions and to understand others' emotions.



The children had the opportunity to express their emotions and listen to how others felt. The practitioner asked the children about how they felt, Leo held a mask and said “sad” showing he is able to think about his feelings and express how he feels, he was then asked why he felt that way he replied, “I want mummy”.

Kymani held a mask with both hands and said, “I feel happy” as he used language to share his feelings, he was then questioned why he felt this way but he chose not to reply.

After the children spoke about their feelings, they were shown picture cards. During this activity, the children were shown different picture cards and were asked about what was happening in the picture and why it was happening, which supported the children’s critical thinking and concentration.

Le’ziah picked one up, and gave it to the practitioner. The children were asked about what was happening in the picture, Kymani pointed at the picture and said, “the girl looks sad” then Idris said, “the boy is laughing”, Kymani then said, “he is pointing at her”. The children were asked “is it nice to laugh at our friends?” Kymani, Idris & Israa said, “no”, they were then questioned “what happens if we laugh at our friends?” Kymani and Idris replied, “they will be sad”, showing understanding of their own and other people’s feelings. At the end of the activity, the children felt much calmer, they enjoyed taking part in the activity and were all engaged throughout the activity. We will continue to support the children with their emotions using the box of feelings regularly.



Health and selfcare and Independent skills

EAD - Creating with materials - Sensory cornflour play

Rainbow room took part in sensory cornflour play with wild animals which supported the children's sensory needs, giving them the opportunity to explore the texture. Kymani felt the texture of the corn flour, picked up a zebra and said "the zebra is on snow".



Mason enjoyed feeling the texture, he rubbed both his hands together and then rubbed his fingers together. Idris explored the different marks made on the cornflour and said "what's that as he enjoyed drawing and writing on different textures. Sariah picked up a zebra and said to Kymani "look what I found" inviting others to play and attempting to join others' play. Overall the activity went well, the children enjoyed feeling the texture of the cornflour and exploring the different animals.



Physical development – Moving and handling Play dough cutting using scissors



Rainbow room took part in a play dough-cutting activity. They started by pouring the flour into the bowl, added a little bit of water, a little bit of oil, salt, and coloured powder, and mixed everything together. Each child had their own bowl with a little bit of dough inside, they used their fine motor skills to mix it as they used their fingers to squeeze and turn the dough. Next, they used a rolling pin to roll the play dough. The practitioner talked about the safety of using scissors, such as holding the scissors properly and not putting their fingers right near the sharp parts of the scissors, the children then used the scissors to cut the play dough.

Chiara was able to hold the scissors properly as she manipulated the use of tools and equipment in one hand. Safwan, Elizabeth, Akeelah and Kymani needed support to use and hold the scissors. The children spent some time cutting the play dough and explored different food and shapes with play dough. Kymani said, "I'm making pancakes for my mum" while Chiara was making pizza, she asked what toppings she will have on her pizza, and she then said "I want to put sweetcorn and mushrooms on my pizza", the practitioner asked why and she then replied, "because it is yummy" as she began to use more complex sentences to link thoughts.



Love Week

The children took part in a theme to celebrate 'Love' as it was Valentine's Day during the half-term holiday. Rainbow room children took part in a variety of activities making love cards, heart shape biscuits, and red play dough, listening to story books about love, and talking about their loved ones. We also focused on feelings as the practitioners supported the children in settling into the nursery as some children were feeling emotional after coming back from their half-term break.

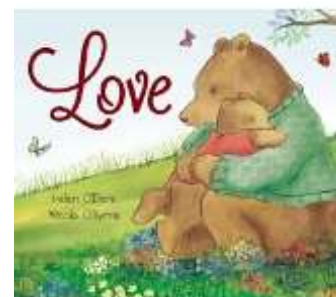


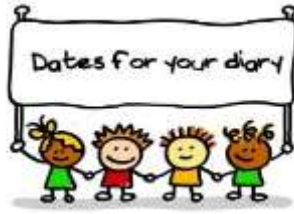
Expressive arts and design – Creating with materials.



The children took part in decorating cards for their loved ones. During the morning session Kymani, Safwan, Chiara, Leo, Mason, Akeelah, Le'ziah and Idris participated in making cards. To start with, the children chose the coloured card they wanted to use before spreading PVA glue and sticking a range of craft resources such as glitter, sequences, and feathers to decorate. Before the children began making their cards, the practitioner asked the children, 'who they would like to make their cards for?' and most of the children replied, 'mummy or daddy'. The children were able to decorate their cards independently; using some [tools for a purpose](#) and some children required support with being able to spread the glue on their paper using the glue stick and stuck their decorative resources onto their paper. After the children had finished

decorating their cards, they were guided to place their cards onto the drying rack. Some children took their cards home to give to their mummies or daddies. The children had a follow-on story which they listened to called *I Love You This Much*, we also had a small group discussion and talked about our loved ones, [listening to each other when the conversation interests them](#)





Parent's Afternoon & 27-month review

Friday 18th March

Female carer's day

Thursday 10th March (9am-11 am, 2.00pm to 2.30pm & 5.30pm)

Easter holidays

Last day 31st March – Re opens Mon 17th April

Inset day

Friday 28th April

Bank Holiday

Mon 1st & 29th May

Parent Notices

- ✓ **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

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.

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

Comments/ Suggestions

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

Name (optional): _____ Date: _____