



## *Inset day staff training.*

We would like to welcome back all our existing children and their families, as well as our new children and families who have recently joined Rooftop Nursery. We are expecting more settlers in the upcoming weeks and wish them all well.

### **Staff Continuous Professional Development**

To start the new term staff from both nursery sites attended an Inset day to develop their knowledge and understanding of principles in the early years to help improve their practice, there were three training sessions held.



The first session was delivered by Hafiza Bhaiyat on the **Solihull approach**, which aimed to support staff in understanding children's behaviour and emotions to better support children in processing their feelings and managing their behaviour. We also had the opportunity to welcome our external trainer from the Learning Trust, Liz who spoke to staff about **What we can expect from an Ofsted inspection** and how to reflect on areas in which staff are doing well and areas that we can do better. The manager Hafiza Bhaiyat also ran a session on **Readiness for Ofsted** to discuss ways the team can highlight our good practice and strengths to the inspectors on the day.

### **What we can expect from an Ofsted inspection**

This discussion led by Liz went over feedback from our previous inspections and the team discussed what has been put in place since the last inspection. We discussed our thoughts and feelings about an Ofsted inspection and what we might expect on the day.



### **Readiness for Ofsted**

This training was led by Hafiza and went over the four areas that Ofsted are looking at when they visit the nursery.

- 1) Quality of education
- 2) Behaviour and attitude
- 3) Personal development
- 4) Leadership and management

The team worked in groups to brainstorm ways that they demonstrate good practice every day in these areas and how they can highlight this to inspectors on the day during



the learning walk and during conversations with them. Overall, staff are feeling more confident and more prepared for the inspection.

### **The Solihull approach**

The Solihull approach is learning how to support different relationships to improve the outcomes for children and families.

The staff have been trained on how to use strategies to support conflict resolution between children, how to acknowledge a child's feelings and not just use distraction or excuses to support this but use containment strategies from the Solihull practice. Solihull approach combines three theoretical concepts, containment (psychoanalytic theory), reciprocity (child development) and behaviour management (behaviorism).



This approach prepares and helps the practitioners tune into the needs of the child and how this can be done, looking at different scenarios, and case studies and evaluating our daily practices with young children and families. Hafiza our Lead professional explained the theory behind containment and shared good practice to expand and support practitioners' professional development.

The framework is designed to empower practitioners, obtain an in-depth understanding, and help support young minds which we believe should also be shared with parents. Please see below a story between a two-year-old and her dad which is an example of the Solihull in practice.

### **Solihull in Practice**

Two-year-old child and her dad on a plane journey (Reciprocity, Containment, behaviour management)

She is feeling tired, bored, and cranky. It is the beginning of a plane journey home.

"I want Zebra"

"I am sorry, but Zebra is packed away in the big suitcase that's in another part of the plane".

"I want Zebra"

"I know sweetheart, but Zebra isn't here. He is in the baggage compartment underneath the plane and Daddy can't get to him until we get off the plane".

"I want Zebra, I want Zebra". She starts to cry, twisting in her safety seat and reaching for the bag with the snacks on the floor.

"I know you want Zebra". (Dad is starting to feel stressed) "But he is not in that bag, he isn't here and there is nothing I can do about it. Why don't we read about the animals in your favourite book"?

"Not book, I want Zebra, I want him now". She sobs loudly now, and Dad can see other passengers and the airline staff looking at him willing him to do something. His daughter's face is red with anger, and he imagines how frustrated she must feel. She can't understand why he can't magically find zebra and probably feels that he is doing this deliberately.

## **Solihull Approach**

“You wish you had Zebra now.” I say to her.

Yes, she says sadly.

“And you’re angry because I can't get him for you”.

“Yes”.

“You wish you could have Zebra right now don't you”. I repeat, as she stares at me, looking curious, almost surprised.

“Yes”, she mutters, I want him now.

“You're tired now and smelling Zebra and cuddling Zebra would feel good. I wish we had Zebra here so you could hold him”.

“Yes” she agrees.

“We can't get Zebra and that makes you feel frustrated.

“Yes” she says with a sigh.

“I am so sorry”, I say and I watch the tension leaving her face. She rests her head against the back of her safety seat, she moans quietly a few more times and within a few minutes she is asleep.

This little girl was not interested in excuses or diversions but was comforted by her feelings being validated, she had experienced empathy, and this was powerful!

### **A reminder of the Bonus programs offered at Rooftop Nursery**

<b>Bonus programmes</b>	<b>For who?</b>	<b>Days &amp; Times</b>
<b>French sessions</b>	<b>Star Room</b>	<b>Wednesday (Fortnightly) 9:15am</b>
<b>Forest Play</b>	<b>Star Room</b>	<b>Thursdays (Fortnightly between spring and autumn)</b>
<b>Heuristic play</b>	<b>Rainbow &amp; Star</b>	<b>Weekly</b>
<b>Yoga/ Tai chi</b>	<b>Rainbow &amp; Star</b>	<b>Weekly</b>
<b>Tiny Mites</b>	<b>Rainbow &amp; Star</b>	<b>Monday 9:15-10-15</b>

### **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>

## Parent Notices

- Please call the office by 9.30 am or 1:30 p.m. 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 support us by folding your buggies & leaving space for others in the buggy 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 your children are dressed according to the weather conditions.
- 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](mailto:office@rooftop-nursery.com)
- **Tapestry:** If you need support accessing Tapestry, please contact admin on [office@rooftop-nursery.com](mailto: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.

## This month's policy

### As we are approaching winter, we would like to take this opportunity this month to go through our illness and medication policy.

**ILLNESS POLICY:** Please advise the nursery prior to 9.30 am if the child will not be attending due to illness. Children who are ill (e.g., fever, infection, diarrhoea, communicable disease, or any other type or illness that may be passed on to others, with the exception of the common cold) should be kept at home to protect the well-being of staff and other children. If a child becomes ill while in our care, parents will need to make immediate arrangements to collect your child.

Children will not be allowed to return to the nursery until they have been symptom-free for at least 24 hours for fever and 48 hours for sickness and diarrhoea, for other illnesses, guidelines will be shared in line the NHS/ government guidelines. In some cases, a note from the doctor may be necessary.

**PARACETAMOL EMERGENCY ADMINISTRATION CONSENT:** At Roof Top Nursery we have a strict policy whereby if a child is ill or has a high temperature, you will be contacted and need to collect your child as soon as possible. This is to decrease the chance of spreading any illness. We are unable to administer Paracetamol for a child that has a fever, unless for teething purposes.

**MEDICATION:** Medication will be administered under the following guidelines

- All medication **MUST** be prescribed by the doctor (off-the-counter medication cannot be administered by the nursery except where this is accompanied by a doctor's note).
- All medication **MUST** be labeled with the child's name, date of dispensing, and dosage.
- Requests for administering medication **MUST** be written and signed on the medication consent form.
- Medication will only be administered by a senior member of staff (Deputy, Room leader, or Senior) and witnessed by another member of staff.

- All medication administered will be recorded on the child's medication record sheet and signed by the parent and staff member.

**ALLERGIES, ASTHMA, MEDICAL CONDITIONS:** Parents to inform the nursery immediately if child has or develops an allergy, asthma, or a medical condition and to provide the nursery with full information regarding the condition and the treatment in writing.

### **Tips: How to Look After Your Child's Mental and Physical Health This Winter**

- **Work Out Together:** The first way to beat the depressive season is to boost your mental health through physical activity.
- **Go Somewhere Fun:** Spending too much time inside could negatively affect your child's mental health.
- **Ask Them How They Feel** throughout the day and have the opportunity to share your day and their thoughts.
- **Wear Warm Clothing:** a few layers of clothing are always good and have weatherproof footwear.
- Get Sunlight throughout the day.
- **Encourage Good Hygiene practices:** washing hands regularly, disposing of tissues in bins
- **Eat Well:** a good balanced diet is always important for your health.

# Rainbow Room

*We would like to welcome Idris M, Cruz, Ihsaan and Alice to Rainbow room, who have recently settled into Rainbow and have bonded well with the key person and their peers.*

## Settling in/Holidays

The children were supported to settle back into nursery after coming back from the summer holidays. They were supported in forming a bond with their key person, adults, and peers and with their emotional well-being through containment to help them explore the environment confidently. The children who were not term time had settled into Rainbow room from Sunshine room before the holidays and were supported again with routines and co-operating with changes. The children have also taken part in activities such as reading books and sharing what they got up to during their holidays, making transport crafts such as airplanes, trains, and boats.

### Painting trains

#### Understanding the world

The children love to make art, be it with paint, crayons, glue, or glitter, they instinctively love to express themselves, and make sense of their world, through the process of creating art. It also teaches children to use words about colours, shapes, textures, and verbs. Painting benefits motor development because toddlers hold brushes to make stroke movements and engage the muscles of their hands while they paint and [use tools for a purpose](#).

As the children have come back from the summer holiday, they engaged in activities that involve transport such as airplanes trains and cars. Cairo, Orlando, Willow, Venessa, Nala, Zeynep, and Eliz sat around the table very excited to paint on a blank canvas, the practitioner first showed a model of a train, and she then read a book about a train. The children were listening with full concentration.

Willow couldn't wait to pick up the paintbrush, she said to the practitioner, pointing at the yellow paint "yellow". She dipped the paintbrush into the yellow pallet, and made strokes left to right, then pointed at the green paint, using her fine motor skills. Nala pointed at the green paint, she helped herself, dipped a paintbrush into the green pallet, and made strokes on a white canvas and was engaged in this activity for a long period of time. The children have [shown increasing control in holding, using and manipulating a range of tools and objects such mark making tools and paintbrushes](#) during this activity.

Vanessa used her right hand to hold on to the paintbrush, she was making strokes using green colour. Eliz pointed at the yellow paint; she used her hand-eye coordination to paint on the white



paper. Zeynep made her first stroke, she looked at her peer and gave her a smile, Zeynep was very excited to paint on the blank canvas. Cairo used his right hand; he used his fine motor skills to make green strokes on the white paper. All of the children enjoyed the painting activity.

### Paper boat race using straws.

#### Physical development – Moving and handling

The children took part in a paper boat race outside. Firstly, the practitioner gave the children a straw individually and asked if they knew what's it used for. Idris replied, "to drink". The practitioner showed the children how to suck and how to blow using the straws. The practitioner explained to the children that they would be using their straws to blow their paper boats in the water for them to move.



The children who took part in this activity were Nala, Leo, Vanessa, Idris, Cairo, Mason, and Zeynep. The children took part in twos as the practitioner placed the paper boats in a tray with water. The paper boats were floating on top of the water and the children were blowing their boats using their straws and enjoyed playing a race to see whose boat would come to the end of the tray first. Some children were able to use the technique of blowing and were blowing hard using all their breaths.



Using a straw for young children improves their tongue elevation and oral motor coordination. These movements help to improve swallowing skills and promote an appropriate resting position of the tongue. The children really enjoyed this activity as they were [willing to have a go, seeking challenges and showing a 'can do' attitude](#), even though some of them found it difficult.

After racing, the children then wanted to blow in the water as they enjoyed the water bubbling up and the practitioner reminded the children not to suck as they will be drinking the water instead of blowing.



## Settling in/Children's interest

We continued to settle the children into the nursery during the second week after returning from the summer holidays. We introduced the children to language and social group sessions to support the children with turn-taking, sharing, and their communication and language skills which covers three aspects in the Early years foundation stage (EYFS) which are listening and attention, understanding, and speaking. The children also enjoyed playing and exploring messy play during free play with boiled spaghetti, vegetables, lentils, and corn flour.



### Language group session

#### Communication and language – Understanding.

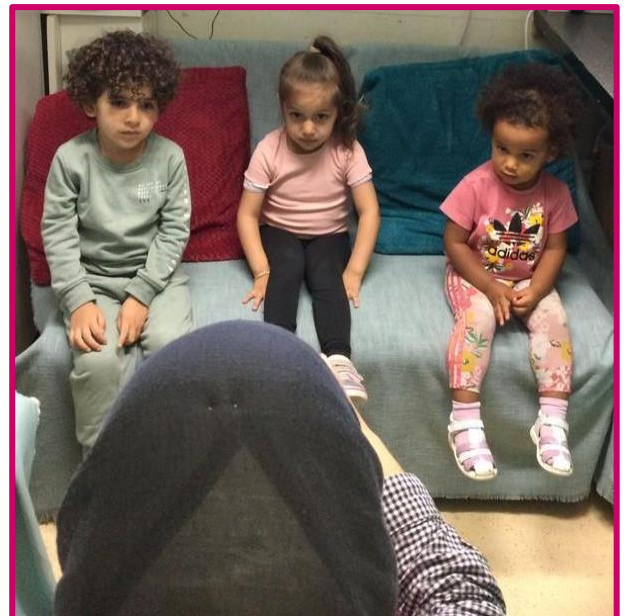


The children took part in a language group session in two groups of three children. The first group of children were Vanessa, Cairo, and Bobby, and the second group of children who took part were Idris, Zeynep, and Nala. The practitioner went through the rules with the children by showing them visuals which were 'good talking', 'good looking', 'good listening', 'good sitting', and 'good waiting'.

The practitioner first started off with a hello song as she used the children's names to sing, and she used her hands to do the actions. After singing the hello song, the practitioner asked Vanessa from the first group and then Idris from the second group to post

the hello card into the finish box. This shows that the children have a good **understanding of following simple instructions**.

The practitioner then told the children that the next action was 'what's in the bag' as she pointed to the card. The children took turns to pull out a special toy from inside the bag which were mainly sensory toys, (special toys) that we only use during our language group sessions. Each child had a turn to pull out a toy from the bag as we talked about each toy introducing different words to explain how the toy feels and talking about the shape, size, and colours. The children played and explored items such as balls, soft squishy toys, magnets, a fan, a telescope, and many more.



The practitioner reminded the children of the rules by pointing to the image cards such as 'good sitting' when the children stood up, 'good listening' and 'good waiting' when the children found it difficult to wait patiently for their turn to pull out an item from inside the bag. After the children explored and played with their toys, the practitioner told the children that 'what's in the bag' is finished and that they needed to put the toys back inside the bag. Cairo and Zeynep were asked to post the card into the finish box and the children finished the language group session with a goodbye song.



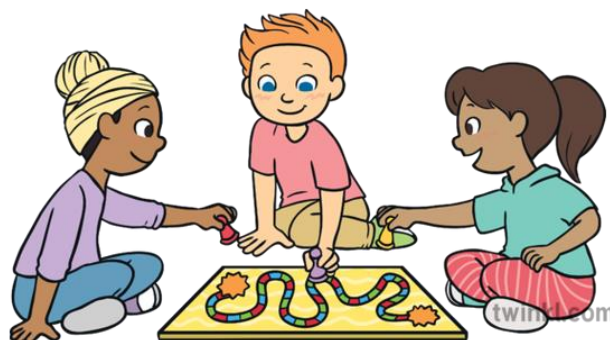
The practitioner explained to the children that the language session was now finished and asked Bobby and Nala to post the goodbye card into the finish box explaining to the children that the session was now over. The children participated well in this session, and we will continue to support the children through these sessions by introducing new cards, going through rules, and supporting the children **with their listening and attention, understanding, communication, and language.**

### **Social group session**

The children took part in a turn-taking activity to help them with sharing and following instructions. They were divided into groups of two or three and the practitioner introduced a ball running game where you place a ball on top and hit it down using a hammer. The children enjoyed watching the ball run down and come out from the hole. When the practitioner demonstrated how it works to the children she said, "Peri's turn" and once she had a go, she passed the ball and hammer to the next child calling out the child's name, so everyone knew whose turn it was. This supported the children in being able to **tolerate delay and to wait patiently for their turn.**

The practitioner kept the groups small so that the children did not have to wait long for their turn. Some children struggled with waiting for their turn and the practitioner kept reminding the children whose turn it was and that it was coming around to the child's turn soon. Idris, Cairo, Nala, Willow, Zeynep, and Vanessa all took part.

The practitioner then introduced a fish-catching game where the children were required to use their fine motor skills to hold a fishing rod. The end of the rod had a magnet where it stuck to the piece of each shaped object. The children took turns to catch a puzzle piece, lift it up, and then place it down next to them using their other hand. This game was a little challenging for the toddlers and we will continue to practice this game for the children to develop their physical movement.



## Independent skills

Rainbow room focused on the theme of 'independent skills' to support the children in being able to do things independently and with less support. The children were supported throughout the day such as being able to serve and feed themselves, wash and dry their hands independently, and were also supported in being able to dress and undress such as putting on and taking off their coats/jackets.



### Practicing our independent skills

#### Physical development – Health & self-care

The children were supported with their independent skills throughout the week and will continue to be supported further. The children were supported in being able to **dress and undress** themselves with the support of an adult. The children sat down and were given their own coats or jackets, and the practitioner

showed the children a method 'flip trick' where you place your jacket on the floor, arms facing towards you, placing your arms inside, and flipping it around your head. The children who showed interest and were willing to try were Orlando, Nala, Willow, Bobby, and Cairo. The children were supported through **mealtimes** such as snacks and lunchtime. In the mornings, the children are given choices if they would like to eat some snacks between 9:50-10:00 before lunchtime. The morning snacks are served in Rainbow room's corridor area on a table for up to 5-6 children at a time and the children are supported in handing their cutlery out to their peers, spreading their cheese or butter onto their crackers using a knife, pouring their own drinks, milk or water into their cups, and putting their rubbish and dishes into a bowl when they are finished.



**Making playdough independently using individual bowls**

life skills



**Tidying up, putting items and objects back in their correct bag by looking at the labels**

## Yoga

### Personal social and emotional development – Sense of self

In the Rainbow room children took part in a short yoga session where the practitioner introduced the children to some poses. First, the practitioner placed some mats down and asked the children to sit on a mat and to take their shoes off if they wanted to.

The practitioner first started the session with some breathing exercises, as she demonstrated to the children to breath in from their nose and then out from their mouth. The children copied the practitioner.

Breathing exercises and relaxation techniques can help children with stress management and **help children manage their anxiety**. After practicing our breathing, the practitioner gave the children some sensory bags with dried herbs, flowers, vegetables, and fruits to smell. The children **showed interest and used their senses to explore** as they rubbed their bags and smelled what was inside. the bags contained dried lavender, roses, mint, orange, and lemon skin peel.

The practitioner introduced the children to some poses as she showed the children cards of different poses and the children practiced doing the 'dog', 'butterfly', and 'rainbow' poses. Going through a variety of yoga poses helps children learn about their bodies and the movements they're capable of doing developing their strength and flexibility.



## Forest play



The children took part in their second Forest play session this term after coming returning from the summer holidays. The children who took part in the first session were Mason, Idris, and Leo, and the second session consisted of Adam, Mason, and Idris. Whilst on the way, the practitioners went through the traffic light rules and talked about safety when crossing the road. The children were able to pay attention and knew that red means 'stop', and green man means 'go' as they were saying this whilst waiting before crossing the road. Whilst walking to the park, the children were observing their surroundings and **commenting about aspects of their familiar world** as Leo and Idris were telling their peers and the practitioners where they live by pointing in the direction of their home, when walking past. When we arrived at the park, the children were allowed to walk freely through the grass and the children



pointed at an airplane flying in the sky. Then the children pretended to be airplanes, spreading their arms out and running from side to side making sounds.

### Circle time

When the children arrived at the designated area, Hafiza (our manager), the staff, and the children from the other site (Ottoway) greeted the children with a warm welcome. The children formed a circle to go through the Forest play rules. Hafiza, our forest play lead, went through the rules with the children which are: 'no picking, no licking', 'not passing through the red tape', and if you see a bee or a dog, to stand still and cross your arms (x-factor). The children were able to [understand why and how questions](#), for example, when Hafiza asked the children, 'Are we allowed to pass the red tape?' the children replied, "No", and when Hafiza asked, 'What will happen?' Leo replied, "You will get lost".



### Mud painting

After going through the forest play rules, the children were then divided into two groups, some did mud painting, and some of them climbed the log. The children went near the mud pit where Hafiza was sitting, and the children took turns scooping some soil into their buckets using a shovel. They then poured some water into their buckets and mixed it using their brush to form mud. The children went to the area near the logs to paint using their paintbrush as Idris, Mason, Leo, and Adam all showed interest in doing mud painting, showing a [preference for a dominant hand](#). Whilst painting the log, Leo told the practitioner that he was painting a monster using his right hand. He then said, "I don't know how to make a monster, I'm making Lava", [giving meaning to his marks](#).



### Log climbing

The children showed interest in climbing the logs and were showing confidence, which was Idris, Leo, Mason, and Adam. They were walking on the log whilst holding the practitioner's hand and showed interest in jumping off whilst holding one hand of the practitioner. Mason showed interest in standing in the middle of the log balancing well without holding the adult's hand, the children showed [satisfaction in meeting their own goals and enjoyed meeting challenges for their own sake](#). Idris and Leo were showing interest in crawling on the log, starting from the lowest part and shuffling themselves up to the highest part of the log using their hands, arms, and bottoms, [understanding, and choosing different ways of moving](#). At first, when Leo saw the large Log he said, "I can do this by myself", as he went up to climb the log, he said, "I can't do this, it is very difficult".





Collecting conkers



Making an Autumn collage



Hide and seek



Scavenger hunt



Creating mud paint with soil & water



Mini beast hunt



holiday. During this activity [when holding the crayons, the children made connections between their movement and the marks they make.](#)

## Transport

Sunshine room children continued to settle back into the nursery routine during the second week back from holiday and focused on the theme 'Transport' as part of their interest. The children had the opportunity to explore a range of vehicles and the sounds they make, they listened to story books related to different transport and took part in some creative activities where they painted or decorated different forms of transport such as a boat, car, and airplane. The practitioner also continued to provide opportunities to be confident to explore their likes and dislikes.



### Painting boats

#### Expressive arts and design – creating with materials.



The children enjoyed exploring and taking part in creating their individual boats for one of their activities. They had the opportunity to paint their own boat using yellow and green on a paper plate that was cut in half to create a boat.

Cesar, Romy, Elyas, Amaru, and Malaiyah were supported to put their aprons on and sat around the table once ready and were excited to get started. The practitioner started the activity by talking about where we see boats, what we use them for, who's been on a boat and their different sizes.

The children used their listening and attention skills as they maintained focus and good eye contact with the practitioner whilst [continuing to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.](#)

The children demonstrated good control with holding the paintbrush in their hands and spreading the paint on their hands and paper plate, the practitioner supported Amaru with dipping her paint brush into the paint and to make sure she didn't put the paint in her mouth.



The children enjoyed their time painting as that's one of their favourite activities and they were able to learn about different colors, and shapes, during the activity.



## Making a Traffic light

### Understanding of the world - The world

Sunshine room children participated in making traffic lights as another activity related to transport.

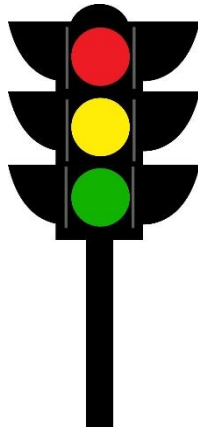
The children were sat down around the table when practitioner began singing a traffic light song. The song explained the different meanings behind each light and its color. Once the song had finished the children were given their individual paper with three circles on there.

The practitioner put two pots of glue in the middle of the table with 5 glue sticks so the children could independently spread the glue on their paper. To form the colours on the traffic light the children were provided with red, yellow and green glitter as they **continued to explore colour** through play.

Eli and Cesar really enjoyed this activity and were independently spreading the glue on their paper. Malaiyah required support from practitioner to move the glue around and enjoyed the activity. Romy was spreading the glue on her paper independently and placing the glue in the circles. Amaru required support from practitioner during the activity and was guided with each step. The children were able

to **hold mark-making tools with thumb and all fingers** during this activity and are becoming more confident in completing their work of art how they desire.

When the children had finished spreading the glue on the paper practitioner then placed some red, yellow, and green glitter on the table for the children to sprinkle onto their glue. The practitioner supported all the children with the glitter as it can get messy, and demonstrated how they can pick up the glitter using their pincer grasp. While the children were using the glitter the practitioner was talking about the different meanings of each colour, what it represents and how it relates to transport. The children were supported with **closely observing what animals, people and vehicles do** within their environment.





## Exploring farm animals

Sunshine Room children focused on the theme of 'farm animals' as they have been highly interested in exploring and playing with the farm animals during free play. As observed by the practitioner, Romy, Cesar, and Amaru were interested in reading books that had farm animals and they enjoyed making the different sounds the animals make. Elyas, Eli, and Malaiyah also showed interest in playing with farm animals by putting them in a line and transporting them into the water play.



To support children's understanding and develop their interests, the practitioner will support them with more farm animal-related activities. Relating to the farm animal theme the children took part in painting a chicken using handprints, painting a pig, making a woolly sheep, exploring a range of farm animals in within a sensory bin using sensory materials such as hay and oats and taking part in 'what's in the bag using farm animals.

### Painting a pig

#### Expressive arts and design – Creating with materials.

Sunshine room children participated in a painting activity to create their individual pigs. The practitioner placed a toy pig in the middle of the table so all the children could use the pig as a visual. The children were asked what colour the pig was and what colour spots it had, they each responded by making sounds and gestures and attempted to frequently imitate words and sounds after the practitioner. When the children finished exploring the pig, they were given individual paper plates which had their name on them.



Cesar used the paintbrush independently; he kept dipping the paintbrush in the paint and when placing it on the paper plate he was moving in circular motions. Amaru was given a paintbrush but needed support from the practitioner since she found it hard to move the paintbrush around. Romy also painted independently but required some help to do bigger motions with the paintbrush.

Elyas painted independently, he really enjoyed this activity and didn't require help from the practitioner. Malaiyah was holding the paintbrush and moving it in circular motions.

Overall, the children really enjoyed this painting activity and exploring the texture of the paint whilst making links to animals and their colors.



## Making woolly Sheep's

As part of exploring the different farm animals, Sunshine room children explored the sheep and their texture during their next activity.



Cesar, Romy, Malaiya, Eli and Amaru enjoyed taking part in making sheep by using different resources which were provided by the practitioner such as cotton wool, paper plates, glue sticks and glue. Amaru enjoyed taking part in making sheep by using her palmer grasp to hold her glue stick. She was trying to spread the glue on her paper and with the practitioner's help was able to spread the glue all over her plate. She was exploring the textures with her hands by feeling the cotton wool and pulling it off as it was getting stuck on her fingers.

Eli took part in the activity with the practitioner's support, he attempted to spread the glue on his plate and enjoyed sticking the cotton wool by using his right hand to hold the cotton wool and stick it onto his paper plate and form his sheep. Romy enjoyed making sheep by using her fine motor skills to hold the glue stick and spread the glue all over the plate. Romy was not very keen on the texture of the cotton wool as it was getting stuck on her hand but with practitioner's help, she was able to make her sheep.

Cesar enjoyed taking part in making sheep activity by using his right grasping fingers to hold the stick and spread the glue on the paper. He was independently getting the cup of glue, dipping his glue stick inside then spread some on his paper plate. Malayaia enjoyed taking part in making her sheep by using her right grasping hand to hold the stick and spread the glue independently on the plate. The children [showed increasing control in holding, using and manipulating a range of tools and objects such as mark making tools](#) and creative resources during this activity.

This activity was a great opportunity for the children to use their senses whilst exploring different textures and making a link of how the sheep skin really feels.



## Bonus sessions

### Yoga

#### Physical development – Moving and handling.

Cesar, Elyas, and Amaru enjoyed taking part in a yoga session with the practitioner. To make the session more fun and interesting the practitioner used an orange during the activity to provide the children with the opportunity to use their sense of smell to relax. Cesar, Elyas, and Amaru showed interest when they saw the orange as they joined in and sat down with the practitioner on the mat.



One by one the practitioner allowed the children to hold and smell the orange. Cesar and Elyas did well in using their nose to smell the orange as they said “yummy” showing the practitioner that they wanted to eat the orange.

Amaru used her mouth and nose to explore the orange. This activity was a good way for the children to [explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.](#)

### Outdoor Yoga session



Sunshine Room children participated in another yoga session. Since the weather was nice, we decided to take our yoga mats outside on the grass area. Once all the children had their individual yoga mats, they were all calm and sitting down. The practitioner explained to the children that they will be starting off with a breathing exercise and demonstrated this by slowly breathing in and out and the children followed the breathing.

Once they had finished the first part of their Yoga session the practitioner moved on

to demonstrating some stretches. Romy and Cesar were lying down on the yoga mats and the practitioner instructed them to lift their legs up and down, and they followed as instructed. Amaru and Eli required some support with this activity. The older children [were able to understand simple sentences and follow instructions.](#)



The practitioner then moved on to demonstrating the **upward facing dog** pose for the children to practice during this yoga session, the children observed the practitioner and did well with imitating this pose. Malaiyah really enjoyed this activity as she was lying down on the yoga mat and followed instructions well.

When the activity was complete, Romy was showing her own poses to the practitioner and the children. The practitioner then asked if anyone wanted to demonstrate some yoga poses which Cesar and Romy were confident to do and were proud of their achievement.

### Tiny Mites

#### Understanding the world – people and communities



The children had their first Tiny Mites session after their summer holiday with the new teacher and all enjoyed the session very well.

Christina, the new teacher was very nice and friendly with the children as she allowed the children to take their time to join her on the carpet, she introduced herself to the children and started the

session by asking the children if they remembered any songs they used to sing before going on the summer holiday.

Cesar, Romy, and Elyas were all quiet, and then the practitioner answered for the children. Christina started to sing the hello song with the children, and one by one she introduced the Tiny Mites characters to the children, whose names were Dina, Mizo, and Magic.

The children showed curiosity and interest in stories about animals and objects they are familiar with as Christina pulled out her animal puppets, the children were also excited and focused on seeing what was going to happen next. After the "hello song" the children role-played going to the zoo, where they were able to learn about elephants, snakes, monkeys, lions, giraffes, and birds and make a range of animal sounds as they imitated Christina.

The children also role-played driving, first pretending to put their seat belts on. Christina also provided the children with bubbles at the end of the session as they sang the goodbye song until the next time. Overall, the children enjoyed their 'Tiny Mites' session.



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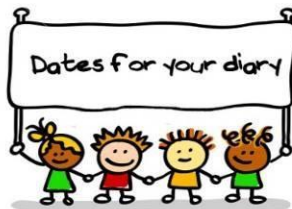
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Look out for all updates



**Nursery 18<sup>th</sup> Anniversary**

Monday 9<sup>th</sup> October (1 week celebration)

**27- month health check**

Wednesday 11<sup>th</sup> October

**Parents Afternoon**

Friday 1<sup>st</sup> December

**End-of-Year Party**

Monday 20<sup>th</sup> December (3-5 pm)

**Comments/ Suggestions**

Please feel free to write any suggestions/comments you may have in the space below and email us on [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

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