

## End of year party

We want to say a special thank you to all parents, children, and staff for contributing towards our amazing end of year party to end 2023!

It was a pleasure to host another party to end this year and we were excited for our new children to be part of our party. All the children, parent and staff celebrated together, we had a fun filled party with lots of delicious snacks, treats, fun and games. During the party, the children took part in pass the parcel, musical bump and parachute games and were able to dance along with their peers, parents, and the practitioners. It was a great afternoon with lots of fun entertainment and activities! A special thank you to our nursery cooks for serving the yummiest food!!

Each child also received a special present to take home at the end of the party from our lovely manager Hafiza.

***Thank you to all the parents that brought in party food and gifts for the children and staff, this is much appreciated.***



A huge thank you to the manager Hafiza for the lovely gifts bought for all the children. We hope all parents enjoy opening them with your children!





Some of our amazing pictures for our end of year party



**Fun and Games: Pass the parcel and musical bumps.**



**Wishing all the parents and children a Happy Holiday, see you all in the New Year!**

**A big thank you to the staff team & our Head Chef Claire for the delicious food!**



### Parents afternoon – December 2023

We would like to thank all parents who attended their scheduled parents' meeting in December. We hope you had the opportunity to discuss your child's progress and development with your child's key person.

#### 27<sup>th</sup> Month health and progress checks

Our 27-month review was held on Weds 6<sup>th</sup> December for those children who were due Health reviews. Thank you for taking time out for this meeting.

#### Feedback

If you have not already done so, please send feedback on your thoughts regarding your parents' afternoon. We appreciate all feedback as this enables us to recognise our strengths and we have any areas we can improve.

## Policy & Procedure / Top Tip For Parents

### Supporting language development at home:

#### Play and Early Language

Talking and playing together is the best way to help develop your child's language

#### How can playing help my child's talking?

Young children learn best through play. Children learn to link words to objects, actions and concepts through their play.

They also learn about sharing, interacting, and communicating with others.

Children learn through copying the world around them – they may copy your actions around the house! They will soon begin to copy you in play.

#### Stay and Play sessions

Hackney offers Stay and Play sessions at each of its Children's Centres across the borough. Your child can attend these sessions for free.

These are an opportunity to interact with other children and to play with different toys.

Sessions may include activities such as healthy cooking, playing with sounds, messy play and story time.

To find out more contact your local Children's Centre or speak to a Speech and Language Therapist.

#### Tips for talking

##### Get down on your child's level

This will mean they can see your face, and this will help them to learn more about talking.

It will help you to notice what they are looking at, and interested in.

##### Follow your child's lead in play

Play with the toys your child chooses.

Try not to tell your child what to do – see what they do first and join in.

Extend their play – e.g. pretend to drink from a cup if your child is holding a tea cup.

##### Add words

Talk about what your child is looking at or doing.

Use simple language.

If your child is not yet using any words, choose one word or a sound

to comment. For example: 'down' or 'whee!'

##### Things to remember when playing

× **Do not ask questions** - questions reduce the amount of language children use.

✓ **Wait for your child to show you when to join in** - only speak when they look at you or show you something. It is helpful to play in silence for a while.

✓ **Repeat the words your child uses** so they know they are right.

✓ **Add words** to expand on what they are saying. If your child says, 'Fall down' – you could say 'Yes, the horse fell down'.

✓ **Use new words again and again** – repetition is good!

✓ **Use new words in different situations** – e.g. 'duck' in a book, playing with toy farm, visit to a pond...



### For further information:

[https://gethackneytalking.co.uk/fact\\_sheet/play-and-early-language/](https://gethackneytalking.co.uk/fact_sheet/play-and-early-language/)

# Sunshine Room

Sadly, we have to say goodbye to Yousha who will be leaving us to start his new adventure in his new home. We wish you all the best and hope you keep in touch.

## Sensory Food play

In Sunshine Room our theme for the week was focusing on food sensory play. This was because we wanted to encourage some of the babies that need support with eating to try new food with different textures and tastes. Some of the activities the babies participated in were mashing potatoes, tactile cereal play, jelly with home-corner food, making fruit salad, exploring boiled pasta and vegetables, and carrying out what's in the bag with different food items.



### Mashing potatoes: **Personal, Social and Emotional Development/health and self-care.**

The practitioner made boiled potatoes for the babies to explore with the option of using their hands, rolling pins or wooden spoons. She first introduced them to the babies and then placed some in the tray. Nell, Ibraheem and Solomon were present. To support their [understanding of questions and to show curiosity](#), the practitioner asked leading questions such as, 'How does it feel? Shall we touch it, how does it smell? Shall we open it, let's mash it, who wants to taste it? This was to encourage them [to show a willingness to try different foods, textures and tastes](#) as our main focus and target for the week.



As the practitioner demonstrated squashing the potatoes using the rolling pin, Nell was first to get involved as she began to roll, rather than squash the potatoes using the rolling pin. She then picked up a potato with the other hand to smell it, [using her senses](#), she placed it back down and used her left hand to hold the rolling pin to break and mash the potato. Using his gross motor skills Solomon steadily balanced himself holding onto the water tray, he was curious to see what was



going on, and then he sat on the practitioner's lap as she encouraged him to feel the potatoes and showed him how to squash it using his hands and fingers. In this way the children [explored objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking](#). Ibraheem also had a go as he chose to use the wooden spoon to poke and prod the potato for a little while, he put his hand in and touched the potato but pulled his hand away quickly saying "no, no" and then was not interested anymore and walked around with his wooden spoons instead.

## Jelly play – Physical Development/ moving and handling



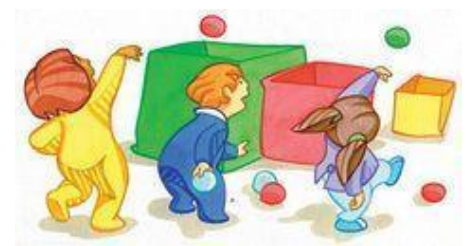
For another activity, the babies took part in jelly play with different food items from the home corner in the jelly. Solomon, Nell, Rumi and Ibraheem enjoyed this activity as they enjoyed picking out the different fruits and vegetables from the jelly as well as feeling the texture of the jelly. Some were breaking it up using their hands and others used the wooden spoons using **their hands to operate independently during a task that used both**, Rumi enjoyed bunching up the jelly in the palm of her hands and watching the jelly squeeze out through her fingers

as she **manipulated the jelly using her hands singly and together**. Nell enjoyed using the wooden spoon to break down the jelly, as she was doing this she babbled “mash mash mash”, **using single words**.



### Cognitive skills

The babies focused on physical play this week as we have a few babies who require support with moving independently and walking. The babies need to build strong muscles and joints to improve their coordination, balance, and flexibility. Physical play supports the babies' **gross motor and fine motor skills, developing their hand-eye coordination and challenging their cognitive development** as some children have shown interest in posting and transporting. Some of the activities the babies participated in included **posting balls, sorting objects by colour, throwing and catching balls, filling and emptying** in water and sand play, sensory bottles, having the soft play out, and playing various other games like parachute and knock the tins.



## Large-scale treasure basket – Mathematics Development

The babies had lots of household objects and different natural items to play with. At first, they were just looking at the whole set-up, taking in the variety of playthings on offer and as the practitioner introduced the different things to them the babies began to play with it as well.





The objective of this activity was to **transport and combine objects** as this is one of their schemas in play. Nell liked to carry the large containers and began to put some of the brushes inside, and then attempted to close the lid. She was placing bottles and containers into bowls. Jasper had a look at the different objects **showing curiosity whilst playing and exploring**. He saw the dummy containers and began to collect them; he then **showed the practitioner his findings**. Ibraheem was very interested in the carpet area with the treasure basket objects, he first looked at all the different objects and then slowly began to approach them. Ibraheem picked up a bottle, **his hands started to operate independently during a task that uses both, with each hand doing**

**something different at the same time** as he attempted to open it holding with one hand and twisting the lid with the other hand, but he was not able to. When the practitioner asked Ibraheem what he was playing with Ibraheem began to blabber, **sharing the attention with an adult**. Ibraheem was holding onto a body scrub in his left hand while also rolling the toy by pulling the string in his right hand.

### Sorting coloured balls: **Physical development**

The babies also engaged in a ball sorting activity; sorting balls into the correct coloured hole. The practitioner made a box with three holes, gave the babies the coloured balls, and showed them the matching-coloured holes to put the balls in. This activity aimed to support **hand-eye coordination, fine motor skills, and understanding of colour**. The babies were successfully able to put the balls in the holes. At first, the practitioner directed them regarding which hole to put in however they enjoyed the activity and had lots of fun posting and playing with the balls and soon got the hang of it. Jasper, Amiyah, Rumi, Ibraheem, and Yousha took part. Yousha enjoyed this activity achieving his target, he began by playing with the balls by just posting them. He threw the balls everywhere picking lots of different colours. He was able to grasp two balls one in each hand independently. After the practitioner showed him that we had to put the balls in the assorted holes, he was **able to imitate the action**. The practitioner pointed to which hole it goes in and he began to put it in there.



## Christmas

### Handprint Christmas tree – **Expressive Art and Design/ Creating with materials**



The babies made a Christmas tree using paint and their handprints. The practitioners put a big sheet of paper down with a tree outline and a little Christmas tree ornament as a visual, so they knew what they were painting. The practitioners encouraged the children to use a brush to paint their hands and make handprints on the paper which **supported their sensory experience of making marks in paint**.

Jasper and Ibraheem were encouraged to take part and had support from the practitioner for a short while. Nell and Amiyah enjoyed it the most and



imitated the word 'tree', **using single words**. Nell gave her right hand out and asked for "more" paint after each time she printed her hand, she used both green and red paint **making choices**. The practitioner used keywords informing the babies that they were painting a Christmas tree like the one on the table as the visual and the red was the bauble decoration. Amiyah joined in towards the end as she sat down, put her right hand out and enjoyed printing repeatedly, and also repeated the word "wow". While looking at her hands she **noticed and became interested in the transformative effect of her action on the resources**.



### Painting Santa: **Physical Development/moving and handling**



The babies have been introduced to Christmas books to support their understanding of the festive season. We used the visual of Santa from the book to create a large painting of Santa. The practitioner drew a draft outline of Santa on a large piece of paper for the babies to see and paint. Jasper, Rumi, and Solomon took part in this activity whereas Yousha and Ayat were engrossed in their play as this shows they can **pay attention to their own choice of activity**. The babies were encouraged to paint Santa using their paintbrushes as they held them in a **palmer grasp**. We talked about Santa wearing all red and how we were painting his body, arms, legs, and hat which is also red. As they **made connections between their movement and the marks they made**, Rumi held onto the brush but she needed a little support and guidance to make large movements in painting the paper. Jasper was putting paint on his hands and wanted to do hand prints, **showing their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas**. The practitioner supported Ayat and Solomon by getting them to hold the brush, dip it into the paint and then make strokes of paint.

## Christmas



### Paper plate Reindeers: **Expressive Art and Design/Creating with materials**

Sunshine room babies spent time looking at a storybook about *The Little Reindeer* and this supported their understanding in making the links with this reindeer-making activity. The practitioners made brown paint and gave out paper plates with paintbrushes. We also had two plastic reindeer as a visual and all the babies took turns looking and holding them.

This activity was set **to support them in making connections in the movement and marks they make**. Ibraheem needed guidance when painting the paper plate because he enjoyed painting everything around him more while Rumi and Jasper were painting by themselves and finished very quickly. The practitioner asked questions such as where are the reindeer's eyes, mouth, ears, and antlers as this sparked **their curiosity and thinking**.

The practitioner supported Ayat by holding her hand and guiding her hand using the paintbrush. After that the practitioner let her **have a go independently** and Ayat was





able to use the paintbrush and make some marks on the paper plate, she used her right hand and even went into the pot of paint to get some more paint, **showing preference in a dominant hand**. Ayat was imitating dabbling actions and repeatedly dipping her brush in the paint pot.

### Making Seasonal Greeting Cards: **Communication and Language/Speaking**



The babies had an opportunity to make their seasonal greeting cards, only Jasper and Ibraheem were present for this activity. The practitioner provided **a choice** of different resources such as sequins, glitter, tissue paper, and greeting signs for the children to stick. They were very excited to get started, showed **concentration in their activity, and paid attention to detail** as they stayed at the table to decorate their cards until they achieved a finished product.

They used their fine motor skills and imagination to create their work. Jasper began the activity by choosing the coloured card he wanted, he pointed to the blue one and independently used different materials such as glitter, sequins, stickers, and other items too. Jasper was engrossed in the activity and used his left hand to apply PVA glue and then later different types of sequins. Jasper pointed at the flower sequin and showed it to the practitioner while saying “wawer.” When the practitioner took out stickers, Jasper pointed to them saying “d de” indicating he wanted one **communicating through pointing and single words**. Ibraheem also used **sounds and gestures to express his interests** as he stuck down his work.



## Bonus Classes

### Tiny mites - **Communication and Language: Listening and attention**

All the babies were excited seeing the Tiny Mites teacher Christine and they sat themselves down next to her ready to start. She started the session with the opening song and the babies joined in by smiling and moving their hands or body, Ibraheem was standing and liked to **move his body to the songs and beat**. This session was about Christmas and the children were introduced to some lovely Christmas songs such as *Santa's Sleigh*, *Oh Christmas Tree*, and *Jingle Bells*. Nell, Ibraheem, Jasper, Amlyah, and Yousha excitedly took part eagerly **mirroring and improvising actions they had observed, e.g. clapping or waving**. They used shakers for the jingle bell song, **playing with sound makers/instruments and moving while singing/vocalising and listening to sounds and music**.



# Rainbow Room



We would like to welcome Nell into our room who has recently moved from Sunshine Room. We look forward to seeing her make new bonds with our children.

## Me and My Family



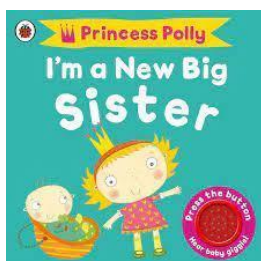
Some of our toddlers have become older siblings and we know as exciting as that is, it also means adapting to changes, sharing attention, and learning to be patient which can be challenging for the toddlers. Therefore, this week we have been focusing on Me and My Family to help support the children with these new transitions. We created an interest table with babies, clothes, baby accessories, and books to help build our children's understanding. We participated in a range of activities such as making a family tree, self-portraits, reading books, and the box of feelings to support and extend their knowledge and help contain their emotions.

### Expressive Art and Design: Creating with Materials / Creating a Family Tree

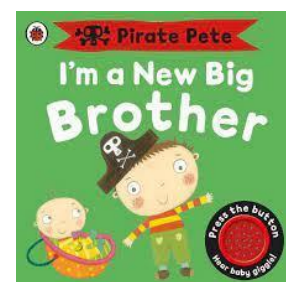
The children took part in making a 'family tree' using brown paint and **single-handed tools** which enhanced their fine motor development. We first started by getting the resources together such as mixing the paints, paintbrushes, and paper which allowed the children to demonstrate **individual liberty** as they helped get the table ready for the session. The children then painted their interpretation of a tree by creating zigzags, lines, and circular marks across the paper while **holding the mark-making tools with increasing control and developing hand-eye coordination**. We had Leo, Vincenzo, and Mia participating in this activity. This activity enabled our children to engage in **conversation** as they **gave meanings to the marks** they created. By promoting these motivating craft activities, we are hoping to further build our children's **imagination and language skills that enable them to use complex sentences to describe and share their feelings, and ideas and develop their social skills**.



### Communication and Language Development: Listening and attention / Literacy: Reading/circle time.



During our circle time session, the children all sat together exploring books like *I'm a New Big Sister*, and *I'm a New Big Brother*. Throughout the session, we aimed to support the children to **strengthen their relationships** and help the children **express and regulate their emotions** while they spoke about how they feel about having new siblings.



The following children took part in the activity: Mia, Zephaniah, Henry, and Achike. As the practitioner read the story Henry pointed to the images and said, "Baby crying", Mia responded to Henry and said "Baby at home" referring to her baby sister. Achike while looking at the book said, "Mummy got baby at home", and Zephaniah used his thumb and right index finger to turn the flaps in the book. Leo and Jayce joined in, Leo recognised the pictures and said, "Baby crying", he then looked at the practitioner and said "Ayat crying" as he began to link his thoughts and ideas together. Throughout the month, we supported the children and worked closely with parents to ensure that the new changes in their personal lives continue to have a positive impact on their well-being.



## Emotions

Our focus theme for the following week was understanding the different types of emotions, and how we can regulate our emotions.

We have four children settling into the Rainbow Room from November to December who will need emotional support as they [develop new attachments](#) and transit into a new environment.

Rainbow room children will also need support in [dealing with conflict situations](#) using the Solihull approach and the high-scope approach.



We made emotion monsters by creating collages with paper plates and craft resources, and a DIY science experiment with vinegar and bicarbonate soda. The children explored the box of feelings during circle time session and engaged in a group discussion [using language as a powerful means to share their thoughts and express](#) their emotions.

These activities were beneficial as the children could express their feelings and learn to cope with emotions such as sadness, anger, frustration, and fear in a fun and exciting way.

The aim of this topic was for the children to develop strategies for managing their emotions so that they can build social-emotional skills. This will support them to effectively navigate relationships, calm down, and problem-solve when challenges arise. The children should be able to express a wide range of feelings in their interactions with others and through their behaviour and play as well as being able to understand others' feelings in certain situations.

### **Expressive Art and Design: Creating with Materials / Emotion Monsters:**

Rainbow Room children started emotions week by creating individual emotion monsters. The children started by painting their plate green whilst developing their [fine motor skills and strengthening their finger muscles](#). We had children [practicing democratic skills](#) as the children chose to create their [patterns such as dots, lines, and circular marks](#). Once they had finished painting the children used the available craft resources to add features for their emotion monsters. We had Sandara, Lia, Mia, Leo, and Jayce who took part in this activity. Jayce and Sandara showed a [high](#)



level of involvement, energy, and fascination as they carefully added the crepe paper which represented the eye, nose, and hair of their monster. We heard a lot of conversation between the children, for example, Mia said “I did it”, and Jayce pointed and said “Look” with a smile on his face as he became proud of how he had accomplished something.

### Physical Development: Moving and Handling / Making Emotion Puppets with Kitchen rolls

Another exciting activity we did was the emotion puppet which we made from kitchen rolls, PVA glue, and craft resources to decorate our puppet. Each child was encouraged to take part in this wonderful activity. Leo showed the most excitement as he used the glue sticks to spread the PVA glue onto his kitchen roll, he then reached out and selected feathers, and pompoms to decorate the tube. Leo tapped into his own theory and started using the feather to see if he could tickle his peers. This inspired his peers to join him as they all started picking up feathers and tickling themselves and others in the room. What a great laugh we had together! Sandara was engrossed in puppet making, she practiced using single-handed tools while spreading the PVA glue over the kitchen roll, she selected four pompoms, three feathers, and red crepe paper to decorate her puppet.



### Mathematic Development / Numbers and Volumes / - Fizzing Emotions Experiment



Taking our children's curiosity and learning to the next level, we decided to do a science experiment with vinegar, baking soda, and food colouring and create our emotion bottles. The children loved this activity as they all showed great involvement and concentration.

We first looked at the ingredients required for this experiment. The children were encouraged to learn new words very rapidly and use them to communicate as they learned the names of the ingredients.

For example, we had Zephaniah who was repeating the names of each ingredient. Once the ingredients were

ready, the children all took turns to add the ingredients into a bottle. We practiced reading measurements and carefully listened to the practitioner. For instance, Ayman listened well and added 2 scoops of baking soda as instructed by the practitioner and poured some into the bottle. Brinelle added the colour green and Leo helped pour half a cup of vinegar while he was demonstrating good listening and understanding skills.

This activity helped our children explore the different emotions as each colour used reflected different feelings e.g., yellow for happy, green for calm and red for angry, and blue for sad, and encouraged conversations around emotions. All the children were amazed as they watched the solution bubble up to the surface and overflow.

This activity was a huge success and we carried it out three times as the children kept requesting to do it again!



## Yoga: Out-Door Yoga - Physical Development: Moving and Handling

During our weekly yoga session, the children have continued their journey of mindfulness at the nursery and have learned new positions during our outdoor yoga sessions. Sandara, Leo, Vincenzo, and Mia showed interest in this activity. Rainbow room children have attempted to balance on one foot and do the 'shooting star', 'cobra', 'downward facing dog', and the 'tree' positions. The children could follow directions (if not intently focused on their own choice of activity) as they calmly began their yoga session by doing deep breathing, raising their arms as they inhaled, and then slowly letting their arms fall while exhaling.



## Christmas

It's that time of the year when a lot of people get into the festive spirit and spread love and joy to friends and family. Our children were fascinated by all the decorations and used their senses to explore and investigate the interest table. In line with our British values, we have been busy hosting a range of activities to help build on their understanding of Christmas and how people around the world celebrate it while helping bridge the cultural capital gap and ensure all children are benefitting from these activities.



We created a large Christmas tree, decorated our snowflakes, wrapped some presents, and made some reindeer hats for our end-of-year party, we used salt dough to create Christmas ornaments and practiced our Christmas song Jingle Bells. We will be using this opportunity to spread joy to children, learning valuable attributes such as kindness, forgiveness, and understanding.

Our aim is for children to have the opportunity to enhance their learning and development, to build structures from various materials, take part in challenges and problem-solving activities which will enable the children to use their own theories and test ideas, and conduct experiments all whilst making their own choices about what they like and dislike. This is so important for a child's [cognitive development](#). The children should be able to understand what Christmas is and why people celebrate it.

## Literacy Development: Writing / Making snowflakes

We started our session by decorating our snowflakes with glitter and paint. All the children [showed engagement and paid attention to details](#) while making dots and lines on the snowflake template. We had Mia, Jayce, Vincenzo, Leo, Lia and Sandara who participated in this activity and [maintained focus](#) for about 5 minutes. Through this activity, we were able to observe children [socially interacting with each other](#) and [sharing their experiences](#). For example, Lia talked about snow, and this was then followed by Vincenzo who said that he saw snow outside. As the children continued to create marks, Mia and Jayce were [able to give meaning to the marks as they](#)



painted and drew by building on their vocabulary, learning new words rapidly, and using them to communicate and share with the practitioners.

Furthermore, we painted our own Christmas tree using green paint. Many of the children showed great early literacy skills as they were beginning to describe and confidently talk about their painting and what it meant to them. Rainbow room children showed good use of **hand-eye coordination** while they created marks on the paper.

### Physical Development: Moving and Handling / Fine Motor Skills / Decorating their party hats

Picking up from where we left off last week with our Christmas theme, we engaged in more fun activities where we further enhanced our learning, building on our vocabulary by learning new keywords. On the first day off the week, we made our party hats using a range of arts and crafts materials. All the children decorated their hats using feathers, sequins, glitter, and crepe paper.

Vincenzo, Lia, Nell, Mia, Jayce, Zephaniah and Ayman took part in this activity. Each child practiced their **fine motor skills** and **developed their finger muscles** as they **manipulated the tools** to reach their desired marks. Furthermore, the children practiced their **hand-eye coordination** as they picked up small sequins using their thumb and index finger and pressed them onto their hats. Jayce and Vincenzo were so proud of their creation as they talked about the craft material, they used to make their hats. For example, Vincenzo said he used hearts, flowers, glitter for his hat and that it's very shiny with a sense of joy on his face. We also had Jayce who spent over 5 minutes carefully placing each sequin one by one onto his template. Once he had finished, he looked up and said "Look Akki" with a big smile.



## Christmas

### Communication and Language Development / Speaking / Literacy: Reading Focus Book: The Best Christmas Ever

Rainbow room children love their story sessions, we all sat down in a circle, looking through and reading some amazing Christmas books



about Santa, snowmen, and reindeer. Our focus book for this week was *The Best Christmas Ever* as this was selected by the children from our interest table. The children all **demonstrated good listening skills, listening with interest** as the practitioner read the book.



We focused on **learning keywords** from the story such as names of the characters in the story, *presents, ribbons, Christmas bow, and Christmas tree*. This session aimed to

support the children's vocabulary and develop their language skills especially now that many of our children are picking up words very rapidly and using everyday words when having conversations with peers and practitioners. We also observed children relating their personal experiences while listening to the story and sharing them with the rest of the group. Some children talked about having a Christmas tree at home and that they would see Santa very soon.

### **Christmas Ornaments with dough and dry spices: Expressive Art and Design**

Furthermore, Rainbow Room children took part in making ornaments using dough and dry spices such as cinnamon sticks, stars, and rosemary. This was a great activity to further inspire the children and tap into their **senses as they felt the textures**, smelled the spices and some even tasted the cinnamon sticks.

The children spent **a large part of their playtime exploring** this activity. Leo was fascinated by this and he kept coming back to make more ornaments. He was



able to demonstrate many skills by **manipulating the dough using both hands**, he then used the rolling pin to roll out the dough flat. Once he had accomplished his **desired shape**, he used his right thumb and index finger to **make patterns** using the stars and rosemary leaves. "Look" said Leo as he picked up his ornament and showed his work to the practitioners.



Nell also showed interest as she was smelling the rosemary and separating the leaves one by one using her right hand and index finger while developing her fine motor skills and adding it to the dough. We had Lia and Mia using the rolling pins to crush the cinnamon sticks and inspire others to join them, as Leo and Nell took an interest and started copying their actions.

### **Bonus class**

### **Expressive arts and Design / Being imaginative and expressive / Tiny Mites**

The children in Rainbow Room took part in their fortnightly Tiny Mites session hosted by Christina whom the children are very familiar with. The children particularly enjoy these sessions as it allows them to **use movement to express feelings** and **create movement in response to the music**. All the children **followed the actions** to the opening song of 'round and open' while observing Christina. Zephaniah was able to recognise the puppet Dina and went to hold the magical fairy. For this session, the children got to learn and sing songs relating to Christmas, we sang the Jingle Bell song while using the shakers. We then traveled on a sleigh and imitated actions.



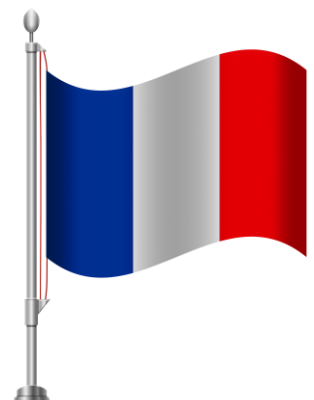
## French - - Communication and Language / Listening and attention

Rainbow Room children continued to build on their interest and language during our French sessions. Debbie has been carrying out more fun and exciting games for the children, such as singing the welcoming song, and Christmas games, dancing with scarves, learning songs about Christmas and imitating new dance movements. All the children were engrossed in the activities they all sat nicely on the carpet and waited for Debbie to start the session.

We started with the welcoming song which is called Bonjour Cava the children observed Debbie and imitated the hand movements while repeating the lyrics of the song. Debbie then sang a song about Santa, Debbie used a Santa prop to inspire the children to join in, and many of the children got very excited as they started screaming the word "Santa" and took turns to hold and give hugs. As each child held onto Santa, Debbie encouraged them to say their name and introduce themselves. Most of the children were **confident and showed their can-do attitude** as they said their names. We then began labelling our feelings in French and expressing our emotions through facial expressions. We focused on emotions such as Angry, sad, and Happy. All the children did very well **in listening to instructions** and imitating happy, sad and angry faces. Debbie then supervised the children with the "What in the Bag game", all the children sat down and watched as Debbie took some Christmas objects out of the bag, such as a tree, a present, hat. Debbie **introduced new keywords** like "Le sapin de Noel" for a tree, "Pere Noel" for Santa, "Cadeau de Noel" for presents, "Des Boules and Christmas baubles. The children were encouraged to use their senses to explore and investigate some of the ornaments by feeling the textures. We then went on a ride on the Santa Sleigh, the children all **practice their large gross motor** skills as they were jumping, moving their hips side to side to the tunes, bending and rocking forward and backing while using their imagination of being on a sleigh. We had a lovely time with Debbie and explored many aspects of Christmas.



imagination but helped improve their eye-hand coordination and cognitive skills.





# Star Room

## Healthy Eating

Star Room focused on healthy eating to support those who are fussy eaters through food play and cooking activities. The children learnt about different ingredient types of food, the names of the ingredients, and how food is prepared. Star Room children discussed in groups what type of food they would like to make. We had a lovely conversation during which they shared their preferences and they were then inspired and chose to make banana cupcakes.

### Physical Development – Moving and handling - Making Banana Cupcakes



As part of our theme, the children took part in baking banana cupcakes. Once we got our ingredients the children got together and looked at the ingredients using all their senses such as smelling the butter, feeling the eggs, and weighing the flour. We aimed to build the children's knowledge and learn where certain food comes from, we built on their vocabulary as they described the textures, and weight of the ingredients.



As the children looked at the ingredients, Mikaeel immediately said "We're making banana cupcakes" **he used more complex sentences to link thoughts**, to which Marley added "Yeah these are the cupcake sheets" referring to the cupcake cases. The children were able to name all the ingredients confidently. Blue Jean, Alaia,

and Aristina began peeling the bananas and mashing them in one bowl, Jad stirred the 2 eggs in a different bowl **using his fine motor skills**, while Mikaeel, Lowen, and Maya mixed the flour and butter **creating lines, and circles pivoting from the shoulder and elbow**. They each took turns passing the bowls around ensuring everyone had a turn to mix and stir as they **manipulated a range of tools such as the whisker and spoons** and worked as a team.

Soul said, "We need to mash the banana properly". Lowen added "Yeah we need to mash like this" while using the wooden spoons to get rid of chunks of banana. As they continued mixing, putting together all the mixture, the practitioner asked, "It seems our mixture is a little dry, what's missing?" Alaia quickly said, "Milk! It's the milk we need to add that, so it sticks". The children added a little milk each, mixed everything, and watched as the mixture was poured into the cupcake cases while discussing amongst themselves which one, they would take home. The activity met the children's interest as they looked engrossed and engaged in the activity, they spoke about how healthy bananas are and that they make you strong and give you energy.



## Understanding The World – The World - Carrot footprints



As we continued to teach the children about healthy eating, Star Room took part in a different activity which was using their feet to make carrots as their feet are long and can represent a carrot shape. During the activity the children learned how carrots grow from the ground, **developing an understanding of growth and decay over time**, they learned how the carrot starts as a seed in the ground and becomes bigger and longer, and eventually comes out of the ground and turns a bright orange colour ready to be harvested. They then learned how the carrots were washed and packaged to go to the shops for people to buy. They learned that carrots are vegetables and that they have vitamin B in them which is good for your eyesight. Marley mentioned “We have carrots at lunchtime”, Soul said “The carrot is crunchy” as he **used language to share thoughts**, and

Gabriel said “It’s orange” After being asked about the colour of the carrots, he **noticed detailed features** and generally the children were able to **talk about some of the things they have observed**.

Gabriel and Marley observed the activity during the beginning however after seeing Mikael making the footprint, Gabriel said “My turn, my turn”, as he built on his confidence, Soul was very happy to do the activity, he got paint on his foot and then stamped it on the paper. Juliet saw the carrot in front of her, picked it up, and put it next to her footprint to compare which one was longer and said “This is big” while holding the carrot. The children enjoyed the activity and were engrossed after seeing each other taking part, **playing alone and alongside their peers, and also interested in being together and playing with other children**.



## Healthy Food

As Star Room enjoyed our theme of healthy food, we continued this further. The children continued to explore and experiment with different fruits and vegetables. They were able to develop their play and interest by cutting fruits, tasting them, enhancing their awareness of the colours and shapes as well as having discussions about the many benefits. The children practiced **hand-eye coordination** as well as developing their **fine and gross motor skills** throughout the activities. Star Room took part in making smoothies, sandwiches, mini pizzas, and many more exciting activities. Our learning intention for the week was for the children to be able to use **language to describe** a variety of different fruits and vegetables, understand the importance of healthy options, and that good nutrition is essential during childhood as it promotes rapid growth, development, and activity.



## Personal Development: Health and Self-Care – Making Sandwiches

Star Room took part in an interesting activity which was sandwich making. The following ingredients were provided: grated cheese, cucumber, whole-meal bread, and sweetcorn. The children were also provided with other essentials such as child-friendly butter knives and chopping boards to cut and make their sandwiches, all of which were washed and the tables were also sanitised.

Firstly, the children went through hygiene practices before touching the food. They talked about washing hands to get rid of germs, [showing some understanding that good practices concerning hygiene can contribute to good health](#). Mikaeel said 'I always wash my hands when I cook with my mummy' [remembering events with close ones](#).



The children were shown how to make the sandwich, using the cheese as the first base and the amount to use, then the sweetcorn using a scoop, adding the cucumber which was cut into strips, and lastly placing the bread on top to sandwich it together.



The children had a go at this, some found it challenging to hold the knife to cut and asked for help with the cutting, [practicing some appropriate safety measures without direct supervision, considering both the benefits and risks of a physical experience](#). They took turns with each other waiting for the spoon and ingredients to come around to them. Some children were confident in holding the knife with whole hands and using it to cut and spread using the bottom of the spoon. Alaia spread her sweetcorn and enjoyed cutting the cucumber and asked for help and mentioned, "This sandwich is going to be yummy". Marley said "I like eating cucumber with the skin because we can't understand a healthy range of foodstuffs. Blue-Jean asked, "Can I taste the cheese' and after tasting it, she said 'hmm it's so yummy and soft' [describing food textures](#).

## Expressive Art and Design: Creating with Materials – Making Banana Pancakes



In line with our theme Star Room participated in making banana pancakes which all enjoyed. The ingredients consisted of banana, flour, cinnamon, eggs, butter, and vanilla extract. The practitioner asked, "What can you see here?" Gabriel said, "There's eggs, butter, banana" while Soul added 'And flour'. The children weren't sure of the cinnamon and vanilla extract, so the practitioner explained that those ingredients added a little bit more flavour to our pancakes and encouraged the children to smell the extract and cinnamon stick. Mikaeel asked 'Why are we using bananas' [asking open-ended questions](#) and the practitioner explained that it was to make it sweeter. This opened further conversations, as they shared their personal experiences from home.





Idris took part in his first activity at Ottoway with the rest of his peers as he recently transferred from our other site. As the practitioner showed all the ingredients, he was able to say flour, eggs, milk, and banana. The practitioner asked, “Who would like to crack the egg?” Idris shouted out that he wanted to. He held the egg tapped it on the table and cracked it into a bowl. As it went in the bowl Idris pointed at it saying, “look egg’, **experimenting and noticing changes when they are combined or exposed**. Leo was excited to mash the banana in the bowl as he said, ‘Banana me’ and used the wooden spoon and mash. Whilst doing that he said ‘hard’ referring to it being difficult to mash, and he passed it on to his peers. Juliet mashed the banana and repeatedly said ‘banana, banana mash’. Throughout the activity, the children **showed focused attention and listened** to the steps explained by the practitioner. They were able to **understand the importance of healthy foods** like bananas as it provides energy and makes us strong.

## Christmas

As part of our Christmas theme week, the children participated in various Christmas activities. We decorated the whole nursery with lovely tinsels, decorations, and Christmas trees, and the children have been asking questions and engaging in conversations about Christmas. In line with British values, we celebrated the festival with the children by carrying out various exciting activities such as making Christmas tree biscuits, creating a Santa, doing reindeer handprints, writing a wish list, and many more. We used this opportunity to spread joy to the children. This was also an opportunity learn valuable attributes such as kindness, forgiveness, and understanding.



### **Expressive Art and Design: Being imaginative and expressive - Decorating Christmas Trees**



Star Room took part in decorating a Christmas tree and learning about people Christmas around the world. They learned that it is a festival which is celebrated by Christians who believe that Jesus Christ was born on the 25th of December. They learned that on Christmas, friends and family give each other gifts, and Santa comes on the sleigh with extra presents to give to the children overnight.

The children also discussed how to decorate a Christmas tree using different colours and materials and the practitioner modeled how to decorate a tree. The activity supported the children’s **fine motor skills** and **hand-and-eye coordination** as they used a glue stick to spread the glue and stick sequins and other decorations **choosing movements, colours, and materials for their own imaginative purposes**. It was also a great way to build on their social and team building skills.

Blue Jean started off using the crayon to make some drawings on the tree then used the stick to spread the glue, moving in different directions, she then used a few gems, sequins, tissue paper, and some cutout triangles on her Christmas tree and said "I am making the tree for mummy" when she was asked about who it was for.

Lowen, Alaia, and Marley were engrossed in the activity as they asked the practitioner for the different resources to use to decorate their Christmas trees. As Marley was making hers, she asked Mikaeel to join her, **playing alongside other children who were engaged in the same theme**. When the practitioner suggested that they could put stars on the top of their trees some of the children looked for the star sequin, **using tools for a purpose**. Alaia was keen on doing the activity, she enjoyed it and showed focused attention when the practitioner talked about Christmas and the traditions around it.



### Communication and Language: Understanding/Speaking - Writing a Christmas Wishlist



Star Room participated in making a Christmas wish list, which encouraged the children to talk about themselves, such as what their favourite colours are, hobbies, and what presents they wanted their parents to get them. This activity was also aimed at developing the children's literacy skills as they began to do letter formations and use language to express their views, likes, and needs.

The children did very well in this activity, they were engaged and were able to answer the questions the practitioner asked. As the practitioner asked Idris, Mikaeel, Soul, and Leo what their favourite colour was, they said, 'yellow'. Idris used his right hand using a tripod grip to have control over the crayon. The children were asked what their hobbies were. Mikaeel asked the practitioner asking what a hobby is. The practitioner said it is something that you enjoy doing and the practitioner gave an example saying, "I enjoy roller skating" Then Mikaeel added 'I like playing with my cars', **linking statements and sticks to a main theme or intention**. As he talked about his cars the other children were telling each other what they like doing. Leo participated and was able to **indicate two-channeled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do it for a short span**. As the children began talking about what they wanted for Christmas they were having a conversation amongst themselves, **listening and responding to ideas expressed by others in conversation or discussion**.



### Making Christmas Hats: **Personal, Social and Emotional Development-Sense of Self**



Star Room made hats for their Christmas party. This activity supported the children's **fine motor skills** as they used the stick to spread the glue and stick arts and crafts to decorate such as sequins, gems, and pom poms.



The children were provided with the following accessories to make their party hats: sticks for gluing, glue, sequins, and gems with shredded wheat and soft triangle shapes and crown-shaped hats to decorate on. Marley enjoyed sticking the sequins and spreading the glue, she was focused and liked to use

different types of gems and sequins and said, "The glue is on my finger", she then wiped the glue on the crown and stuck a sequin on top. As they discussed amongst themselves what they wanted for Christmas they **listened to others in one-to-one or small groups, when conversation interested them.**

East needed encouragement to join the activity, he was supported to take part and he eventually began gluing and sticking sequins and gems one by one, paying attention to the detail of the gems as he used his finger to feel the tops of them and moving it around on the crown.

Leo enjoyed taking part in the activity and being around his peers as he watched how they decorated their crowns, he then started to glue and stick the decorations on, he kept showing the practitioner the gems that he was sticking, talking about their shapes, and pointing out different colours. He **enjoyed playing alone, alongside, and with others, inviting others to play, and attempting to join others' play.** He handed Mikaeel a circle shape, telling him how the circle one is bigger than the star shape, and handed the star shape sequin to Mikaeel, Mikaeel responded to him by saying "Thank you".

Mikaeel showed good control while using single-handed tools spreading glue making sure it reached all corners to be able to stick the gems and shredded coloured paper. Overall, the children enjoyed the activity and were focused on paying attention to the detailing of their crowns, making them unique and well-decorated. **They enjoyed playing alone, alongside, and with others, inviting others to play and attempting to join others' play.**



## Communication and Language-Understanding - Making Christmas Cards



Star Room children made Christmas cards for their friends, family, and peers. They used a range of tools and materials to make their cards, such as glue sticks sequins, and glitter. They used the glue stick to improve their fine motor skills and **use the tools for a purpose**. Blue Jean enjoyed taking part in the activity, she listened to what was being said by the teacher was **able to follow directions (if not intently focused)**, and enjoyed holding the stick to spread her glue, she said how she was making the card for her mum and dad.

Lowen and Mikael enjoyed using their fingers to stick sequins on their cards from their choice and used the Christmas tree decoration to stick on their card. Gabriel paid attention to detail in the sequins choosing which one to stick. They then

used the happy Christmas greeting inside the card. The children **showed understanding of prepositions such as under, on top, and behind by carrying out an action or selecting a correct picture**, as they were able to tell the practitioner where they wanted to stick their message.

The practitioner modeled how to make a card and Soul copied sticking resources on the card, he spread the glue and **used the tool for a purpose**, he then said, "This is for mummy and daddy because they make me happy", **beginning to use more complex sentences to link thoughts (e.g. using and, because)**



### Bonus class

## Tiny Mites - Communication and Language – Listening and attention.

Star Room took part in their Tiny Mites session, the children sat down in a circle while Christina praised them for their good listening skills. Christina began by introducing the Tiny Mites one by one as the children watched and showed curiosity. East **enjoyed playing alone, alongside, and with others**. He imitated the practitioner whilst doing their first dancing song and looked around for his key person so that he could communicate what he was doing. As Christina sang, East began pointing towards her saying, "Look, look". This shows he **listens to others in one-to-one or small groups when conversation interests him**. The second song was 'Row, Row, Row your Boat' which the children were very familiar with as they rocked back and forth by themselves singing some of the lyrics and doing the actions. All of Star Room enjoyed

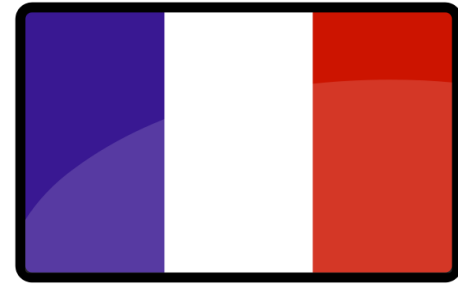


watching and [listening with interest to the noises](#) adults and children made when they sang the songs.

## French - Communication and Language / Listening and attention



Star Room took part in an engaging session of French which supported the children's language, listening, and attention skills as they became focused and engaged in the activity. The children started by singing the French welcoming song, they then repeated “mon nom est” (my name is) in French while acting as different animals. Debbie asked, “What animal should we pretend to be?”, Mikaeel replied “Lion” and made a roaring noise, East pretended to be a monkey whilst jumping around. Debbie then brought out a Santa and the children were then asked to take turns holding Santa while saying their names in French. They were able to [respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box.](#) Next, Debbie took out some pictures with different



facial expressions and talked about the different feelings everyone experiences. The first card was a sad face to which she pretended to be sad, Idris and Gabriel engaged and pretended to make a sad face. When they were shown an angry face Idris, Adam, Gabriel, and Maya pretended to make an angry face and said to the children “I am angry” in French, [listening to others in one-to-one or small groups, when conversation interests them.](#)

Debbie then played a Christmas song, all the children stood up and pretended to fly up in the air on a Santa sleigh imitating Debbie. Blue Jean, Gabriel, Maya, Zayn, and Leif were engaged in the actions of moving their sleigh up and down and bending their knees, the children enjoyed this song and focused on the actions. They were able to [follow directions \(if not intently focused\).](#) The children then made star shapes using their hands and said “etoile” (star) in French, all children were highly engaged. The children were then given coloured eggs shakers to pretend they were jingle bells, they walked around in circles, and Marley, Gabriel, Leif, and Juliet attempted to sing along in French. Overall, the children did well in the activity, had high levels of engagement, and interacted well with each other, the theme was Christmas for this session was Christmas.



## Literacy- Reading - Trip to Clapton Library

### On the way

Star Room went on their second library trip to Clapton Library. Lowen and Alaia said, “I came to the library all the time with my mum”. It was Idris's first time, and he was very excited as he began saying all the books he wanted to look





for. As we were walking up Rendelsham Road, Mikaeel saw a sofa and said “Look that’s a white sofa” while his peers were looking at it. The practitioner talked about what the rules are in the library and Lowen immediately said “No talking”, Soul added “We have to read books” and Idris added “We don’t rip the book and look after them, remembering and recalling from past library visits. As we reached the library the practitioner asked, “are we allowed to cross the road here” and the children said no. Alaia said, “we have to cross where the traffic light is”. The children said hi to the adults in the office and we went straight to the children’s reading corner.

## Stories

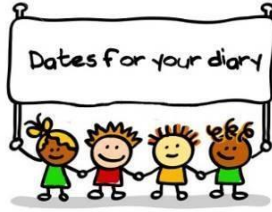
The practitioner read two Christmas books. The first book was about a bunny running around and looking for carrots. The bunny met a polar bear, and a reindeer and went on the sledge to look for carrots, and he met a different animal while filling his sock with the carrots. The children showed interest in this story as they listened and observed what was happening in the book. Peri read a book called “Are You Their Little Reindeer?”. The children looked and listened attentively. The book consisted of little pop-ups and bits the children could touch and feel as well as guess what could be on the next page, enjoying an increasing range of print and digital books, both fiction and non-fiction. For example, there was a brown circle and the children guessed it could be a kangaroo, but it was a bear. Similarly, they saw a white fluffy material on the book and Alaia said, “That’s the snow”.

The children looked through different books in the reading corner. Zayn showed immense interest in a book about trains. He said “Look Laiqa this is a big train” as well as getting Jad involved and asking him what trains he likes. Jad said, “That’s so many colours”. Zayn then looked through a book about a family at the beach and he said, “Look that’s a baby”. Zayn was asking lots of questions and forming conversations with the practitioner about what he was reading, he was able to describe the book by looking at the pictures, as well as recognise some written words like ‘train’.



Blue Jean was reading a book with the practitioner when she asked, “Can you read this book to me please?” Sitting beside her, she listened and stayed focused on the story. Alaia, Marley, Soul, and Idris were interested in listening to a Christmas book about a little reindeer as they enjoyed the story so much, they wanted to keep reading it. The practitioner then read another book to them about trains and the sounds they make. Marley said, “My mum goes to work in the train”. Alaia said “My mummy drives the car and daddy” talking about the different methods of transport. Mikaeel, Lowen, and Soul wanted to read with Laiqa as they each picked a book of their preference. Soul picked a book called “Snow” and he said, “it’s going to snow here too and we use the sledge”. Lowen added to that “yeah and we have snow everywhere even on the toys”, being able to recall and discuss stories or information that has been read to them, or they have read themselves. Mikaeel

started looking through a book about the different seasons and the practitioner asked him what season is and he replied, “it’s winter and cold”. The practitioner said, “What happens in winter” and he replied, “Snow, we wear hats and gloves”. As it was time to leave, the children noticed a Christmas tree and they were excited as they saw the presents underneath.



### **Nursery Reopens**

Wed 3rd Jan 2024  
(Tues 2nd Jan – Inset day)

### **Easter Holiday**

**Last day Thursday 28th March 2024 Nursery closes at 4 pm**  
**– Re-opens Monday 8th April 2024**  
Fri 29th March – Public Holiday  
Mon 1st April - Public Holiday

### **Eid Holiday**

Around Wednesday 10th April 2024 (To be confirmed)

### **Inset day**

Friday 3rd May 2024

### **Bank Holiday**

Mon 6th & 27th May 2024

### **Eid Holiday**

Around 17th June (To be confirmed)

### **Summer Holiday**

**Last day Wed 14th August 2024 Nursery closes at 4 pm -**  
**Re-open Tues 3<sup>rd</sup> September 2024 –**  
Mon 26th August – Bank Holiday  
Mon 2nd September - Inset day

### **Winter Holiday**

**Last day Friday 20th Dec Nursery closes at 4 pm**  
**– Re-open Fri 3<sup>rd</sup> Jan 2025**  
Wed 25th Dec – Public Holiday  
Thurs 26th Dec - Public Holiday  
Wed 1st Jan – Public holiday  
Thursday 2nd Jan – Inset day

## Parent Notices

- ✓ No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- ✓ Please provide a labelled bag with an adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.) Please feel free to label your child's clothing.
- ✓ Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, and hats.
- ✓ **If your child is going to be absent or late arrive after 9.30 am** Please call the office between **9.00 am to 9.30 am** to inform us of any absences or late arrivals.
- ✓ **Breakfast is from 8.05 until 8.50 am.** If you wish for your child to have breakfast, please arrive before 8.45 am.
- ✓ Please store buggies in an orderly fashion, do not obstruct the pathways. Please support us by **folding your buggies.**
- ✓ **Pick-up times;** Flexible pick up time is from 3.30 pm to 5.45 pm Can parents please ensure you are here to pick your child up latest by 5.45 pm, as we have too many parents coming in together which delays feedback and closing the nursery on time.
- ✓ Please ensure you dress your children in clothes you do not mind getting stained or dirty as we have lots of fun and messy activities happening throughout the day.
- ✓ **Parents are advised for health and safety reasons to **NOT** bring in nuts (or anything containing nuts) into the nursery setting or around the premises. Some of our children have severe nut allergy and therefore cannot be anywhere near nuts.**
- ✓ **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 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 Antoinette  
Email: [office@rooftop-nursery.com](mailto: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.

Ottaway <https://goo.gl/maps/1sGwLz2R6nc1aAdW7>

Brook <https://goo.gl/maps/hQrp23ouxaMXY3KY8>

### Comments/ Suggestions

Please feel free to email us any suggestions/comments you may have to [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

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

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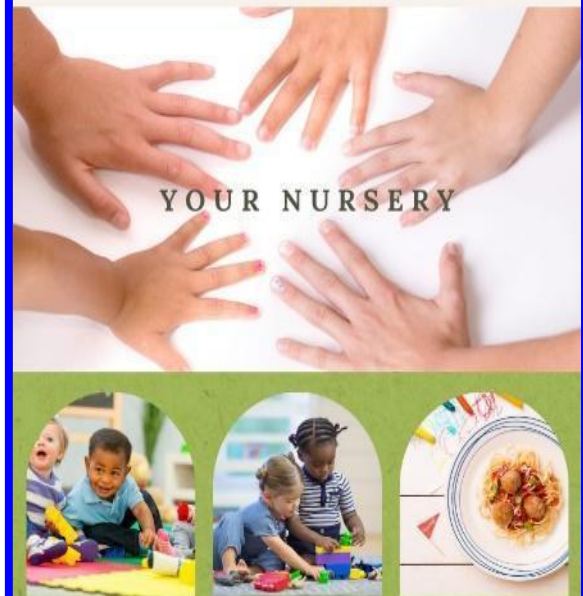
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Look out for updates and see some of the amazing pictures.

Look out for all updates.

*Instagram*