



We would like to warmly welcome back parents and children after the Easter break. We hope you had a lovely, relaxing holiday with your family and friends.

This term we have an action-packed schedule, we will be hosting a range of events such as staff award of the year, Male carer's day, graduation party, annual summer trip, photoshoot, and parent's afternoon, so please look out for these upcoming dates and save them in your diary.

Happy birthday  
to  
Thomas, Soul,  
Amaya, &  
Henry



### *Eid ul Fitr*

Once the holy month of Ramadhan comes to a close, Muslims all over the world will begin celebrating Eid ul Fitr. After a month of fasting and devotion to prayer, purification, and charitable acts. It is celebrated on the 1st day of the 10th lunar month, Shawwal. The holiday begins with Muslims putting on their best (preferably new) clothes and going to one of the Eid congregations which are very large gatherings of Muslim men, women and children across the world.

Many of our staff team had the opportunity to observe the fasting whilst coming in to work each day & continue with their responsibilities of taking great care of the children's needs. We would like to say a big thank you to all the staff team for supporting each other during this blessed month and well done to all staff that fasted and persevered. To mark the Eid celebration the staff had an Eid party at the nursery with the children & the staff team, sharing some yummy snacks and homemade food with each other, as well as staff dressed up in cultural outfits.





Inset Day was held on Friday 28th of April the topics covered to build on the team's knowledge and understanding were **Mindfulness awareness** covered by our lead professionals Hafiza Bhaiyat and Shamima Ahmed, **Interventions** and how to carry them out successfully with the children, led by our pre-school room leader Charnelle Williams, and **Procedure for room planning** led by our senior staff Laiqa Jan.



We also had the opportunity to welcome our external trainer from the Learning Trust, Livia Slemender to train the staff on Autism, the signs, and symptoms and how to support both children and practitioners in the nurse setting.



**Mindfulness** – This session was led by our lead professionals Hafiza and Shamima to raise awareness and support the staff's well-being and mental health. Mindfulness is a technique that can help people manage their mental health and wellbeing. It involves paying attention to the present moment and focusing on thoughts, feelings, and sensations without judgment.

Mindfulness can be practised in many different ways, including meditation, yoga, and breathing exercises which have been promoted in our workplace repeatedly to help reduce stress and improve our employee's mental health.



Mindfulness is awareness of one's internal state and surroundings. Mindfulness can help people avoid destructive or automatic habits and responses by learning to observe their thoughts, emotions, and other present-moment experiences without judging or reacting to them.

Healthy employees are less absent and will be in better shape to do their jobs well. All this impacts productivity and supports a positive, caring workplace culture, and will help staff to perform well. As a setting, we strive to rejuvenate and focus on our team's well-being and bring the best out of everyone by providing a positive, uplifting environment.

**Planning** – 'The EYFS sets the standard for learning, development, and care of children from birth to 5 years old. It is mandatory for all Early year's settings, schools, and childminders. There are three sections:

1. Learning and Development
2. Assessment
3. Safeguarding and welfare requirements

**Autism** - Autism, or autism spectrum disorder (ASD), refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviours, speech, and nonverbal communication. According to the Centres for Disease Control, autism affects an estimated 1 in 36 children. We have taken the opportunity to equip our team members with a broader understanding of Autism and how to make sense of it.



**Interventions** – There are a wide range of interventions staff carry out in the nursery with different children to help them in all areas such as turn-taking, social groups, language groups, behaviour management, emotional well-being and attention skills. The staff will also use the following resources to build on their focused interventions with the children such as:

- Attention Bucket
- Tupperware exchange
- Calming basket
- Now and next board
- Jumping Jack

### Staff Award Ceremony

*Reminder!*

Every year, parents, carers, volunteers, and staff vote for a staff member they feel deserves to win the title of Staff Award of the Year. It is a way of rewarding staff for working hard and being committed to their job. The staff member with the highest vote will be rewarded with a one-week paid holiday and an engraved trophy. **Please remember to place your votes by 18<sup>th</sup> May 2022.**



The winner will be announced at the staff award ceremony on Friday 26<sup>th</sup> May at 5.30 pm. To celebrate this occasion, **the nursery will close at 5.00 pm on Fri 26<sup>th</sup> May**, so please arrange for your child to be picked up earlier on this day.

### Male Carer's Day: On Friday 16<sup>th</sup> June 8.30 – 11.30 am- keep your morning free!

You are most welcome to attend this special occasion with your child and meet all the other dads, granddads, brothers, uncles or carers. Male Carers' Day is a great chance for male carers to come along to the nursery and spend quality time, participating in fun activities with your child/ren. There will be special gifts for all carers who attend, and food will be provided.

### Our Graduation Ceremony for Star room leavers

We are fast approaching our graduation ceremony for Star room leavers. The children that will be graduating will have a special ceremony on Monday 17<sup>th</sup> July which the parents of leavers will also be invited to attend. The ceremony will begin with a speech by Hafiza at 1 pm and finish at 1.30 pm. The parents of those that are leaving will be invited to attend this ceremony. We will inform parents of further details soon.

The children are excited about graduation, they have already started making their graduation hats and have been practicing the graduation song. We will be providing a copy of the graduation song to Star room parents, so please support the children to practice the song at home too! After the ceremony, the children will celebrate by having a group and individual photo shoot and a party.

**We are looking for a volunteer to bake a graduation cake & an entertainer for the children for this special occasion. Please get in touch if you would like to help us out.**



Star room children concentrated on Spring and Easter. They talked about the different insects and animals they would see such as butterflies and ladybirds and learned about how butterflies are made. They participated in activities such as making Easter egg baskets and talking about some of the food eaten during Easter. Taking part in these activities allows the children to learn about different cultures, provide an insight into what some people eat or do during their holidays and expand their vocabulary.

#### Making Easter Baskets:

Ada, Philip, Mikaeel, Gene, Salman, Thomas, Zayn, Ayla, Peggy, Emmett, and Soul took part in making Easter egg baskets. The practitioner spoke about what people do during Easter such as taking part in egg hunts, and buying eggs for loved ones, and explained that some people eat certain foods on Good Friday to ensure the children are aware of various celebrations and what different religions and cultures others may take part in. One of the groups doing their basket was, Gene, Peggy, Salman, and Soul, they all asked the practitioner questions such as, "Are we going to do an easter egg hunt?" to which the practitioner responded, "Yes". The children were provided with sticking resources and coloured cards allowing the children to have their choice of colour. This allows the children to have their own preferences on what kind of Easter basket they want to make. Thomas asked "How are we going to make the basket?" The practitioner explained how the basket was going to be made. As they each stuck the resources, the children began saying it was sticky and the stickers weren't coming off their hands. The practitioner asked Ada, "Why isn't it coming off your hands?" Ada said, "Because it is sticky and small". The children are showing their knowledge and using it in the activity to show further understanding. As they continued to stick their resources such as feathers, colours papers, shiny papers, and letter stickers. Ada said, "I need to look for my mummy's name". As the practitioner helped make the baskets the practitioner talked about their favourite colour, and all the children began saying what their favourite colours were.



#### Making Insects out of Clay:

Star Room took part in exploring and making insect shapes out of clay. This was a good way for children to explore different textures as well as enhance their knowledge of spring and what happens during this time. The children used their knowledge of insects and their visual creativity in order to make the insect shapes with the clay. The practitioner laid out different insects on the table as well as magnifying glasses that they could use. They were asked open-ended questions regarding what is happening. The practitioner explained the activity and they watched a video of how to make insects out of clay. This allows the children to gain prior knowledge of what

they will be doing and allows them to be more independent when actually completing the activity. The practitioner then gave out clay to every child. Ada, Peggy and Emmett immediately said, "It's

a bit hard” to which the practitioner replied, “How about we use some water to help make it soft?” They all began dipping their hands in the water to help make the clay softer. **This shows an understanding of various textures.** Peggy continuously dipped her hand in the water and made her clay soft. Philip said “I’m making a crocodile” as he pointed to the one in front of him. Ayla said “I’m making a butterfly” as she tried to make her clay wings. Ada was invested in making a spider and asked, “How will I make the legs as they are skinny?” the practitioner then demonstrated to him. Gene, Emmett, and Willow tried to make different circles to make a caterpillar whilst Zayn explored the texture of the clay and stamped it on the table, Mikaeel was using the rolling pin to make his clay flat. The practitioner asked, “Where do you think clay is from?” Philip quickly replied, “Sand and you mix it”. Ada then added, “Insects live in soil and clay”. Thomas was very eager to play with the clay at first but as he felt it, he said he wanted to only watch his friends do it.



**Physical Activities – Rainbow and Star Room combined.**

During the last week before the Easter holiday Rainbow and Star Room children took part in fun activities that they were unfamiliar with such as certain board games (Frustration and Jenga). They also took part in physical activities such as hide-and-seek, sticky toffee, bubbles, golf, bowling, music and dancing, and many more. We also talked to the children about things they would be doing over the holidays and encouraged them to draw this in their feelings book. This helped build their imaginative skills as well as social skills as they talked about the exciting things they looked forward to.



**Communication and Language/Physical Development, Listening /Attention - Obstacle Course-**



Juliet, Dylan, Thomas, Amaya, Gabriel, Marley, Phoebe, Mikaeel, and Peggy participated in an obstacle course. The practitioner asked the children to line up and explained what they needed to do as they made their way around the obstacle course. Marley, Juliet, and Phoebe **listened to others in one-to-one or small groups, when the conversation interested them.** The children were encouraged to **be patient and considerate of others** (British Values) when going up the slide and avoided pushing each other whilst crawling



underneath the caterpillar. The children went in groups of two and the practitioner helped them around. Gabriel was determined to have fun and showed that he wanted to win as he went up the slide, he waited for Dylan to go up first and then went afterwards. The children did well in regard to **waiting patiently for their turn** and they cheered each other on to motivate their peers demonstrating



exemplary social skills. As they raced each other, the children showed **determination and competitiveness** as they found different ways to win.

### **Expressive and Imaginative – Playing board games.**



Star room and Rainbow room children took part in board games, the children played games such as Jenga and Frustration. The first game the children played was Frustration. Emmett, Gene, Thomas, Nicholas, Amaya, Dylan, Wesley, Gabriel, Juliet, and Peggy were all intrigued with what the game was about and how to play it. The first group to play was Wesley, Gabriel, and Nicholas. They all chose a different colour team to play on, and with the help of the practitioner, they played a round of the game. Gabriel said, 'I'm going I'm going', **beginning to use word endings (e.g., going, cats)**. Gene won the game as he was the first person to reach the last point on the map. During the game, the children asked **a variety of questions**



**(e.g. what, where, who)**. Amaya asked, 'What are those?' when referring to the dice and Nicholas asked why each team had a different colour. The next board game was Jenga, Thomas, Mikaeel, Gene, Amaya, Emmett, Peggy, and Dylan were keen to play this game. The children all took turns removing a piece from the tower and placing them back on top. The children were very careful when doing this as they really didn't want the tower to fall. As it fell they said they wanted to make a house, **using talk in pretending that objects stand for something else in play, e.g. This box is my castle**. Mikaeel picked out a piece and the tower fell down, the children were all excited when it fell and screamed. All in all, they really enjoyed the board games!



### **Settling back in**

Soon after the Easter holidays Star Room children the practitioners spoke to the children about what they did during their Easter holidays, encouraging them to draw and paint and to also bring in an item that they may have received during their holiday. This allowed Star Room to use their words and talk about past moments in the correct order. They were also eased back into routine and recapped their phonics and box of feelings sessions.



## Expressive Art and Design: Painting Holiday Picture



On the first day back, the children happily came into the nursery, they met their friends and talked about what they did during the holidays. The practitioner set the resources for the activity which was painting a picture of something they did during the holidays. **This allows the children to physically represent what they did on holiday.** The Practitioner mixed 3 different paints and had a big piece of paper. We took a small group of children to take part in the session Dylan, Nicholas, Peggy, Ayla, and Soul, and the practitioner asked open-ended questions about what they did over the holidays. Soul said “I’m painting a picture of my mummy and daddy and Rumi. Dylan and Nicholas said, “My dad took us to the shop and buy a new bike” When asked what colour bike,” Dylan responded “The

red bike” so he painted a picture of the bike. He grasped the paintbrush and rotated the brush in a circle. **This shows that he is developing his fine motor skills.** Nicholas said I went with my nanna, grandpa, mum, and dad outside on holiday. Peggy picked the paint and dipped it into the yellow and green as she mixed it and said: “This is my house and on holiday. I watched the cartoons on tv”. **The children were able to describe what they did over the holiday and use their imagination to paint their own version of their picture and demonstrated the ability to listen and interact with one another.**

### Show and Tell:

As Star Room was encouraged to talk about their Easter holiday, they all took part in a show and tell, the practitioner asked the children the day before to bring a toy they like or want to show their peers. Mikaeel, Nicholas, Thomas, Emmett, and Gene each brought a toy in. **This shows the children’s confidence to show and tell their toys to the rest of their peers and explain why they have chosen these toys.** Gene brought a spaceship, Emmett a car, Mikaeel a dinosaur, Thomas brought his two special teddies and Nicholas brought a dinosaur. The practitioner began by asking the children open ended questions such as, “Where they got it, what does it do, why do u like it...?” **This allows the children to develop their speaking skills and gain an understanding of their choices.** Mikaeel explained that his mummy bought him the dinosaur and he likes it because when it is turned on, it moves, as he turned the dinosaur on and showed the children how it moves, the children gleamed with excitement. Emmett talked about his cars, he



practitioner began by asking the children open ended questions such as, “Where they got it, what does it do, why do u like it...?” **This allows the children to develop their speaking skills and gain an understanding of their choices.** Mikaeel explained that his mummy bought him the dinosaur and he likes it because when it is turned on, it moves, as he turned the dinosaur on and showed the children how it moves, the children gleamed with excitement. Emmett talked about his cars, he



said “It goes fast”, as he explained he put it in a bag that turns into a racetrack, he mentioned that the car has a spoiler and when u pull the lever it goes very fast. He pointed to the back of the car and said this makes it goes fast. Gene said, “What is a spoiler?” **This shows that the children are being inquisitive and are asking questions about what the toys can do.** Emmett began pointing to the spoiler and said this is a spoiler. **This shows the child’s knowledge and allows them to gain confidence in sharing this knowledge.** Thomas showed his teddy bears and explained to the children that he has

these teddies with him when he is going to sleep because he doesn't like the dark because sometimes, he gets scared. [This shows the child's emotional connection to the toy and shows an understanding of this.](#) This prompted Emmett and Nicholas to talk about their teddies but mentioned it doesn't look the same as Thomas'. Nicholas had an orange dinosaur and said his mummy got it for him and he plays with it. Gene began telling his peers about his spaceship toy. He explained that he broke it ages ago and it doesn't do much, but it is one of his favourite toys. [The show-and-tell activity was a way for the children to gain confidence and develop their speaking skills and social interactions.](#)

## EID/Mini Beast

As Ramadhan has now come to an end the practitioner spoke to the children about celebrations some staff members had with their families as well as many others. The staff came in dressed up for Eid in the nursery and the practitioner also explained we would be having an Eid party in the whole nursery.



### Expressive Art and Design - Making Eid cards.

Some Star Room children took part in making cards for their loved ones to celebrate Eid. The practitioner spoke to the children about Eid explaining Ramadan has come to an end and everyone celebrating Eid had a party over the weekend and we also would be having one in the nursery. The practitioner laid out decorations which they used to glue inside their card. Bradley said "I make cards for my mummy" as he tried to write his name. Ada successfully wrote his name on the card and attempted to write 'to my mummy'. Emmett began to also write his name down and showed the practitioner how happy he was and began to spread glue all over and began sticking bits of paper. Mikaeel enjoyed using all the sticking resources to spread them around his card. Thomas took part in the activity as he wrote the letter t but was unsure how to write the rest of his name, however, the practitioner reassured him that it was fine, and he can move on to decorating his card. Peggy said she wanted the pink card for her mummy and daddy, she also wrote the letter p and was eager to begin sticking decorations and glitter. Ayla, Gene, Nicholas, and Dylan also took part in the activity as they picked their own cards and decorations to make lovely cards.



Star Room children also focused on Mini Beasts to get the children to talk about the different insects they will begin to see. We described some minibeast, what they look like, what foods they eat, where they live, and much more. When talking about different insects' we will encourage the children to notice details and differences, for example, ladybirds are not just red, they have dots. We will be implementing activities such as footprint butterflies, sensory insect hunt, and making ladybirds.

### Expressive Art and Design Being expressive and imaginative - Sensory Bug Bin Activity

The practitioner set up two different sensory trays for the children. The big tuff spot had flour, magnifying glasses, conkers, mini beasts, and tongs. The children enjoyed covering the minibeasts with flour. [This was an engaging sensory activity for the children and allowed them to feel different textures.](#) As they played with flour, some of them got it on their face, clothes, and hair





and Lowen said “Look at you, you have white hair” to Dylan and they all began laughing. Zayn and Ayla enjoyed scooping and pouring the flour whilst Emmett and Thomas preferred to use their fingers to write or draw pictures.

The water tray was filled with rice, rice crispies, pasta, spaghetti, oats, and orange and green paint powder for their sensory bug tray. Gene said, “We need to add ants and spiders” and grabbed some off the insect’s box. **This shows that the children are getting involved with the mini-beasts theme and are expanding their knowledge of insect identification.** Peggy,

Amaya, Ayla, Gene, Dylan, and Zayn began to mix the resources inside, some using their hands and others grabbing spoons and spatulas. They were asked how it feels and Peggy said, “They are dry”. The practitioner asked, “What do insects eat” and Dylan said, “They eat mud” but Amaya replied, “No they eat leaves”. **The children are sharing their knowledge of insects with their peers, and they are all taking in the new knowledge collectively.** They all began to shout out all the different things they eat such as bread, fruits, cornflakes, and food. Zayn particularly enjoyed the sensory tray; he spent a period trying to hide the insects and scoop and pour.



### Library Trip – Literacy Reading

Star room went to the library. Before leaving to go to the library the practitioner went through the rules that needed to be followed. The practitioner began asking, “Do we use our indoor or outdoor voices whilst we are in the library?” The children responded, “Indoor”. The practitioner asked, “Are we allowed to walk off from where the teachers are?” The children said *no*, and Emmett and Nicholas began telling the practitioner that it is because they are going to get lost. **This allowed the children to identify what is expected of them on the trip.**



Emmett and Dylan had conversations about the different cars they could see, Emmett named a few; Audi, Volkswagen, polo, BMW, Mini-Cooper, and Ford. As he was calling out the cars, Dylan recognised a few and repeated what Emmett was saying. **This shows the children are sharing their knowledge with their peers.** Mikaeel began talking about his Spiderman clothes and mentioned his shoes were present for Eid. As we were walking down the road Dylan began telling the practitioner what his dad’s car was and Nicholas also added that he saw his dad’s car. We then saw Nicholas and Dylan’s mum who came over to the window and began waving. Whilst walking to the library the practitioner noticed two different animals on the way, a black cat, and a little white fluffy dog which sparked a conversation about pets we have at home. The practitioner added that she has two cats at home named King and Ocean. Emmett said that he doesn’t have a pet at home because he has a baby at home.



The practitioner read two different stories related to dogs for Star Room in the library. She read a book called *Don’t Call Me Cho Cho Poo*. The book is about a dog who wants to be treated like an ordinary dog and looks at all the other dogs having fun. Lowen,

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Soul, Musa, Gene, Ayla, and Emmett engaged with the book and were listening intently. After reading the first book, the practitioner asked the children if they liked dogs, Ayla said, "I like dogs", Emmett said, "I like cars" and Gene agreed. The practitioner then read another book called *I Love You Anyways*. This book was about a dog who doesn't listen and causes chaos, the dog thinks that he is too bad and that no one likes him, but the owners say that they love him anyways. After reading this book, the practitioner asked the children if they liked pets or have any pets. Emmett said, "I don't need a pet because I have a baby sister". Jad said he would like to have a dog and Amaya said, "I have a cat called Marvin". Ayla said that she would like a cat and Lowen said that he would like to have a big pet cow. **The children carried the conversation on about what was in the book, and this allowed the children fully engage with what they read about during the library trip.**

### Expressive Art and Design Creating with Materials - Making Footprint Butterflies



Star Room participated in making footprint butterflies. The practitioner showed a picture of what the butterflies looked like, and the children were intrigued.

The practitioner made pink, blue, and green bright vibrant colours. Thomas, Ada, Musa, Zayn, and Philip were questioning if they wanted to paint their feet but after some encouragement, they allowed the practitioner to paint their feet. **Doing this activity**

**allowed the children to talk about different size feet, the feeling of the paint on their feet, how to put their socks and shoes on independently, and talking about how many footprints they made.**

Ada, Peggy, soul, Dylan, and Mikaeel mentioned to the practitioner that it is tickly. Thomas took his socks off and told the practitioner

that he looks in between his toes to see if there is any fluff. Philip, Nicholas, Bradley, and Thomas mentioned that it was cold whilst putting it on their feet. **The children are expressing what they feel and shared with their peers.**

The practitioner asked the children, "Should Laiqa and Charnelle add their feet?" The children responded, "Yes". Both practitioners painted their feet and asked, "Where should we put our feet as there is not a lot of space".

Ada, Dylan, Amaya, Gene, and Thomas directed the practitioners wherever they found enough space left. Once all the children had finished their footprints the practitioner asked the children to stand around their large piece of paper and asked, "Who's footprint is the biggest?" The practitioner encouraged them to observe, and they agreed that the middle footprint was the biggest.

All the children put their shoes on independently and some children needed support putting their socks on as it was back to front. **This activity encouraged independence in a creative way and overall the children enjoyed taking part.**



## Bonus classes

### Physical Development - Rugby:



Instead of our weekly football sessions, the children engaged in a rugby session, they practised skills such as moving with the ball and keeping control over the ball. This activity allows the children to enhance both their gross and fine motor skills. The children started off by warming up, during the warm-up activity, the children imitated the coach by pretending to be animals. Amaya, Lowen, Nicholas, Gene, and Zayn engaged significantly in this activity. The children were given a chance to use their creativity and imagination in this section of the activity. They were neighing like horses, being tall like giraffes, and jumping like kangaroos. Zayn was excited by the warm-up and loved jumping like a kangaroo.

The coach then handed all the children a rugby ball and they all had a chance to balance the ball on a cone and kick it from that position. This allowed the children to become physical and practice kicking the ball. Musa, Amaya, Emmett, Gene, Lowen, and Nicholas enjoyed this part of the session and wanted to do this activity repeatedly. The coach then set up a course for the children in which they would run from one end of the play-roof to another and then touch their rugby ball on the marked area of the floor. The children independently did the obstacle course, and it allowed them to gain a 'can-do' attitude when trying new activities. Amaya volunteered to go first and was excited to show her peers what she did. Gene, Mikaeel, Musa, Soul, and Nicholas all had turns after.

The children then did a last activity with the coach which was a game called 'achoo'. This game involved the children going around and collecting as many cones as possible when the coach says 'Achoo'. The children got ready to play the game, the coach said the word pineapple first and Gene said, 'Don't get the cones yet because he didn't say achoo'. And then the coach said achoo and all the children ran to collect the cones. After the game, Nicholas was chosen to receive a certificate for the most engagement. not only was it a fun session but promoted activeness and enabled the children to try new physical movements.



# Rainbow Room

## Spring

Spring is here and the children have shown significant interest in insects and very tiny minibeasts in our garden and on the play roof, so in light of that we planned and structured activities around a minibeast theme as it gives children an opportunity to learn and create their versions of what different insects look like adding very tiny details as well as using their creative skills.

Minibeasts include a variety of arthropods and other invertebrates, including spiders, ants, termites, butterflies, bees, wasps, flies, woodlice, and many others.

### Expressive Art and Design: Creating with materials - Handprint Dragon Flies

To support the children to [enjoy the sensory experience of making marks in damp sand, paste and paint](#) as well as [showing a preference for a dominant hand](#), the children engaged in a hand printing activity. They were encouraged to paint their own hand using a paintbrush and some blue paint. Maya and Zephaniah both used [a palm-hand grip to hold the paintbrush](#) in their right hand, stroked the blue paint onto their hands, and then stamped it down onto some plain white paper.



They were shown a picture of a dragonfly on the iPad to support them to [know and understand what they are creating using the paint thus being able to give their marks meaning](#). They looked at the dragonfly and the practitioner described the features of the dragonfly, looking at the details on the wings and the eyes, and noticing how long the body of a dragonfly is, and other details of insects, such as eyes. We also saw an orange dragonfly and spoke about how dragonflies can be different colours.

### Understanding the World: - Bug Sensory Tray

To help support the children's [curiosity and interest to explore new and familiar experiences in nature: grass, mud, puddles, plants, and animal life](#) we created a bug sensory tray, which is linked to our learning theme; mini beasts. The activity consisted of oats and mini-insects such as butterflies, dragonflies, and spiders. Phoebe, Juliet, William, Roxanne, and Marley all participated in this activity.

Roxanne gripped a handful of oats and started to squish it in the palm of her hand. She then lifted her hands in the air and watched the oats fall on the tuff spot. Marley used her [thumb and her index finger to pick up bits](#) of the oats she then sprinkled the oats on the spider. Lordell used [gestures, sometimes with limited talk, e.g. reaching toward a toy, saying 'want it' picking up different insects, and pointing them towards the practitioner](#) while he was doing this he was saying the names of each individual insect; i.e.: "Frog", "Spider".



## Communication and language - Cotton ball spiderweb

The aim of the activity was for the children to throw the cotton balls onto the spiderweb, so the balls stick on the web. The practitioner demonstrated what to do and how to do it. This game provided the children with knowledge about how spider webs work; being a form of a trap for flying or crawling insects.

Roxanne went first, she threw her cotton ball with an overarm throw. The practitioner encouraged her and the other children to try it again. Then Marley, Maya and Gabriel had a go, they also did an **overarm throw**, and it didn't stick well however the practitioner provided tips and suggestions on how to get a better result. William had a go, but he did an **underarm throw**, and the cotton ball stuck on. The children kept doing it until they got the cotton ball on the spider web. Phoebe **asked a variety of questions** about why we are doing this, and the practitioner replied that this is what a spiderweb does. Phoebe went on to explain: "I got a spider in my garden".



## Ramadan/EID

After returning from the Easter holiday, we welcomed all the children back and encouraged the children to talk about their holidays and share with their friends what they did and how they felt over the holidays. This helped them make relationships that promote personal, social, and emotional development. We also focused on Ramadan and Eid.

Ramadan is the month that Muslims are celebrating when the Qur'an (the Muslim holy book) was first revealed to the Prophet Muhammad.

During the month of Ramadan, Muslims don't eat or drink during the hours of daylight. This is called fasting. Ramadan is the ninth month of the Islamic calendar. The exact dates of Ramadan change every year. This is because Islam uses a calendar based on the cycles of the Moon. The end of Ramadan is marked by a big celebration called 'Eid ul-Fitr' (the Festival of the Breaking of the Fast). Muslims are not only celebrating the end of fasting but thanking Allah for the strength he gave them throughout the previous month.

Mosques hold special services, and a special meal is eaten during the daytime on Eid. During Eid ul-Fitr Muslims dress in their finest clothes, give gifts to children and spend time with their friends and family. Muslims will also give money to charity at Eid. Learning about different cultures and religions in this way encourages mutual respect for others and their religions which is an important aspect of British values. Activities that Rainbow Room participated in were, making Eid lanterns, making Eid cards, and many other creative activities.



## Expressive Art and Design: Being Imaginative and Expressive -Eid Cards

Implementing the theme of the week, the children enjoyed making Eid cards. This activity supported the children to create using materials and to be expressive with their movements as they make movements that leave marks.

Maya, Juliet, and William showed the most interest, Juliet used her paintbrush to mix all the colours for her card. She started with the yellow paint on the card, then asked for the orange and the green and mixed them all together. Maya used a paintbrush and made strokes of paint on her card using different colours whilst making sure that the paint didn't mix. William used only green and orange paint on his card, he used green on the outside and orange on the inside.



## Expressive Art and Design: Being imaginative and expressive - Making Ramadan binoculars



In the afternoon, we made binoculars to help the children understand that Ramadan starts when the new moon is sighted. *The significance of making binoculars is symbolic of when the Ramadan moon is sighted. Muslims follow a calendar which is referenced and created by using the moon phases to assign to each day and each night. Before Ramadan is announced as the beginning, Muslims in various countries use a large telescope and very advanced technology to observe the moon phases and will officially announce the night before Ramadan begins. This is why we made mini binoculars.* We made them using small pieces of card, PVA glue, and some decorative resources such as small glitter shakers and visual pictures. We supported the children's learning through communication and engaging children with language development. **The word: "Alhamdulillah"** in Arabic means: "Praise be to Allah (God)"

Juliet, Maya and Marley all engaged in this activity, using tools for a purpose, they used glue spatulas to spread PVA glue onto the rolled-up card and shook the glitter bottles over the top, watching as the glitter falls down and over the glue. The children noticed how the glitter fell onto the glue on the binoculars and sticks. Juliet enjoyed the sensory experience of covering her hands in the PVA glue and rubbing them together. She then began to shake the glitter bottle over the top of her hands until her hands were slightly covered with glitter.



## Expressive Art and Design: Creating with materials - Making Ramadan lanterns

We introduced the children to Ramadan lanterns, a popular decoration associated with Ramadan and Eid. This activity supported the children's understanding and expanded their knowledge about Ramadan.

Maya, Juliet, Phoebe and Blue Jean joined in with this activity. The children were encouraged to make choices to select from a range of decorative resources, which decoration they wanted to use and used their knowledge of how tools are used, to use them in appropriate ways to achieve what they are looking to achieve. For example, spreading the PVA glue or stroking the glue stick across the card to then keep the decorations from falling off. Throughout this activity, the practitioner used language to ask questions about why they needed to use glue to stick the decorations and what will happen if we don't use it, further extended questions were asked to support and extend children's understanding.



### Sunshine Room

### Spring



We extended our babies' interest from Mother's Day into Spring as it linked well with flowers and planting and the use of pastel colours. The babies learnt how to plant and look after flowers and herbs, they also noticed the change in the environment along with exploring Spring colours. They enjoyed stories about people and nature such as birds, bees, snails, cats, and dogs, and they were interested in looking at the pictures in the books about spring. We planned a range of activities from sensory bins, planting, painting flowers and sticking kites and caterpillars.

### Planting – Understanding the World

As the babies were shown around the garden, we noticed some plants and daffodils blooming, they participated in planting their own flowers and herbs. We gathered all the resources such as soil, plant pots, water, and spades, to make it readily accessible for our babies.

The babies were encouraged to feel the texture of the soil and have a look at all the different-sized and coloured plants and flowers that were on the flower bed.

Vincenzo, Marlow, and Nell showed a great interest in the plants and flowers as they kept going close to the plants to feel the leaves and petals showing curiosity and interest to explore new and familiar experiences in nature such as grass, mud, puddles, plants, and animal life. The babies took turns in pairs and were offered a choice of what they would like to plant; there



were French bean seeds, oregano seeds, cress seeds, and more. Jayce and Vincenzo went first and picked their seeds, Jayce picked up the French bean seeds and Vincenzo chose the oregano seeds, they both picked up a spade, scooped some soil into the plant pot, sprinkled their seeds and then slowly poured water from a jug into the pot with the support of the practitioner. Vincenzo said “water” as he held the jug.

Overall, the babies really enjoyed this activity and were able to explore nature by looking at and feeling the different plants and soil in the garden. This activity **enabled the babies to use their fine motor skills and improve their hand-eye coordination**. The babies continued to plant flowers around the garden and showed interest in watering the plants.

### **Caterpillar Craft – Expressive Art and Design: exploring media and Materials**



We chose to create caterpillars as Spring is about new offspring and life cycles. The babies created little caterpillar bug crafts using glue to stick down the pom poms that imitated the caterpillar’s body and some googly eyes. The babies were mostly **enjoying feeling the pom poms and squishing them in between their fingers**, Nell and Ruby were interested in swirling their glue spreaders in the glue palette and spreading it everywhere across the table and **enjoyed watching the marks they were creating**. We also had two caterpillar toys in the middle of the table to use as a visual representation. They were supported and guided in placing them on their leaf-shaped paper and we encouraged lots of use of language as we named the colours and keywords.



## **Easter**

The babies were introduced to Easter as the babies will be breaking up for the easter holidays very soon. Easter is the holiest day of the year for Christians, it celebrates their beliefs, so Easter is always observed on a Sunday in the Spring, but the date varies. We focused on activities that could encourage our babies’ creativity and used different resources; the activities were great for sensory experience while improving their fine motor skills. We made Easter baskets, went on an egg hunt, and decorated some egg templates to create their own Easter eggs. These activities helped our babies with their fine motor skills and going on an egg hunt enabled them to build their cognitive.

### **Expressive Art and Design: Playdough shape cutting**



This morning for the activity the practitioner prepared pastel-coloured Playdough for the babies as pastel colours link to our theme ‘Spring’. The practitioner also set out different shape cutters like bunnies, stars, egg shapes, and flowers.

All the babies showed an interest and were engaged in this activity, Marlow, Mia, Jayce, and Ruby were the most interested in this activity. Marlow picked up one of the bunny cutters and said “Bird”, the practitioner corrected him and said, “That’s a bunny!” He then took a closer look at it and said “bird” again, the practitioner then used the same shape cutter to cut out the bunny shape, she then picked up the Playdough

bunny and said, “Look Marlow it’s a bunny!”, he then looked it from her hand and smiled and then





said “bunny” with a little smirk. Jayce was poking his fingers into the Playdough and then proceeded to **squish the Playdough into the palm of his hands, enjoying the sensory experience**. Mia picked up the star shape cutter and pressed it multiple times on top of the play dough and squealed with excitement. Marlow then found a toy dinosaur and brought it back over to the table and opened the mouth of the dinosaur and attempted to feed it by pushing a small chunk of the dough into the dinosaur's mouth, the practitioner helped him, and the other babies looked very fascinated as they gathered around Marlow and the practitioner.

### Physical Development: Easter egg hunt



The babies participated in the Easter egg hunt. We used pastel-coloured eggs and little baby chicks, the practitioner put chicks in each egg and set this activity upstairs on the rooftop. The practitioner hid each egg in different areas on the play roof. Marlow, Vincenzo, and Ruby had to find the eggs, but the practitioner first demonstrated to them what they had to do by finding one egg under the red bucket. They were all given a basket each. Vincenzo found one under the blue bucket as he lifted it, he said “Open”, he found a chick and said “**Baby chick**”

**Excitingly, this shows he is able to put two words together correctly.**

He then went and picked up the

chick and gave it a little stroke and looked at the features closely. Marlow found an Easter egg under a different red bucket and opened the eggshell himself and smiled and said “**Chick**”, **showing he is able to say clear single words**. Ruby bum shuffled around trying to join in and find some more eggs. **This activity showed that the babies were able to pick up objects in palmar grip and pull and open the eggs while looking at them.**



### Ramadan/EID

The babies returned from their Easter break with lots of excitement and energy! We spent the week settling the babies in and getting them reintroduced to the routine and ensuring that our babies are supported personally, emotionally and socially. We also carried out a ‘Ramadan/Eid’ theme which is the holiest month for Muslims. We incorporated texture, colours, shapes/symbols, as well as new words within the sensory play and arts & crafts activities throughout the week.

### Physical Development: moving and handling - Iftar Food Plate

The babies participated in creating their own food plate for ‘Iftar’. Iftar is the name for when Muslims break their fast and get to eat some food. The practitioner prepared this activity by cutting out some pictures of foods such as rice, chicken, potatoes, samosa, dates, and other food items. The babies watched the practitioner set out the pictures of the foods as she named each one, which the babies watched carefully. She then demonstrated how to spread



some glue onto the paper plates and stick the images down. The babies were eager to grab a hold of the brushes and dip them into the glue then they began spreading, this showed they can **manipulate objects using their hands singly and together**. Marlow did well when repeating the names of the foods. Leo, Marlow and Mia mainly participated in this activity while the rest of the babies were more interested in the food sensory play. Mia, Leo and Marlow **enjoyed the sensory experience with the glue** during this activity.



### Understanding the World: - Ramadan Hunt



The practitioner began by using the Ramadan stencils for this activity and got the baby's attention by sitting down and looking at all the different shapes. Mia, Vincenzo, and Nell were showing interest at first, then Marlow and Ruby joined in, the practitioner labelled and named the pictures such as *mosque, lantern, moon, star, man, and women*. Vincenzo, Mia and Marlow attempted to copy and **use single words as they repeated after the practitioner**. Then the practitioner said to them let's hide and find them, as this supported the babies **to watch toys being hidden and tried to find them**. We used lots of expression and excitement when hiding them around the garden, Leo, and

Marlow noticed straight away and began searching and picking them up, they showed them to the practitioner with excitement and looked for more. Then Mia and Vincenzo were encouraged to find them and join in where they helped find one each.



### Eid-UI-Fitr/Ramadan

The babies were introduced to the theme of Eid as Ramadan was coming to an end. We planned activities that promoted an understanding of the Islamic festival. Eid is a Muslim holiday that marks the end of Ramadan, the Islamic month of fasting. The babies participated in activities like creating Eid cards, dressing up in cultural clothes and having an Eid party.

### Expressive Art and Design – Creating with materials: Eid Cards

The babies created and decorated their own Eid Greeting cards as Muslims were celebrating Eid on Friday and over the weekend. The practitioner prepared the activity by handing out coloured cards with heart template cut outs and placing some Islamic-related pictures and Eid Mubarak signs, sequins, glue with spreaders, and glitter. The babies enjoyed spreading glue on their cards and the practitioner then demonstrated how to stick the Eid pictures onto their cards, **Mia watched the practitioner carefully and started to copy her actions**. Marlow and Leo were fascinated by the glitter, Leo grabbed the glitter shaker and held it with **two hands and started shaking the bottle up and down and became interested in the transformative effect of his actions on the glitter shakers**.



### Physical Development – Moving and Handling: Building a Mosque



The practitioner collected some building blocks and a photo of a mosque to show the babies what a mosque could look like and then encouraged them to build up the blocks to create their own mosque. We looked at the details such as the tall pillars, the dome, the minaret, and the arch door which we tried to replicate with the blocks. Marlow was most interested, and Ruby enjoyed knocking the blocks down. The others did not show interest until later on so Leo and Nell then had a turn at building one. Through this activity the babies showed that they are able to lift and carry objects, moving them around and placing them with intent.

### St George England Flag - EAD

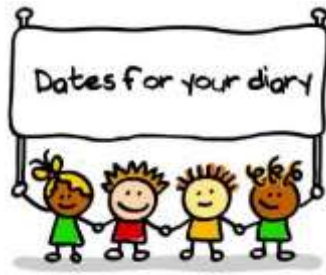


We also introduced St. George's Day which is celebrated across England, St George is most widely known for slaying a dragon, he was a soldier and believed to be in the Roman army, so we created England flags by painting a red cross across the flag templates. The babies enjoyed painting holding the brush and making marks across their paper, using the keywords *red, cross, and flag* encouraging the use of single words during the activity.



## 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.
- ✓ Please call the office between **9 am to 9.30 am** to inform us of any absences or late arrivals.
- ✓ Breakfast Starts from 8.05 until 8.50 am. If you wish for your child to have breakfast, please arrive before 8.45 am.
- ✓ Can parents please make sure 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.
- ✓ **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 a 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)



**Bank Holiday**

Mon 1st May, & 29<sup>th</sup> May

**Male carers days**

Friday 16<sup>th</sup> June (8.30am to 11am)

**Eid Holiday**

Around 29<sup>th</sup> or 30<sup>th</sup> June (To be confirmed)

**Graduation Party**

Monday 17<sup>th</sup> July (2 pm to 2.30 pm ceremony)

**Annual Trip with parents- Trip cancelled due to covid**

Friday 21<sup>st</sup> July

**Nursery remains open**

**Summer Holiday**

**Last day Wed 16th August - Nursery closes at 4pm**

**- Re-open Tues 5<sup>th</sup> September**

Mon 28<sup>th</sup> August – Bank Holiday

Mon 4<sup>th</sup> Sept family

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**Comments/ Suggestions**

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

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