

# Sunshine and Showers I

Inspection report for early years provision

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<b>Unique reference number</b>	127664
<b>Inspection date</b>	07/09/2010
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Sunshine and Showers I has been registered since 1998 and is one of three privately owned nurseries run by Sunshine and Showers Ltd. The group operates from a single storey building in St Mary's Bay, Kent consisting of three group rooms, kitchen and toilet facilities and a fully enclosed outdoor play area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children under eight years may be cared for at any one time, of whom six may be under two years. The pre-school is currently only operating services for children in the early years age group and has 52 children on roll attending on either a full- or part-time basis. Opening times are Monday to Friday from 8am to 6pm all year round except for two weeks in the summer and two weeks at Christmas. The pre-school is able to care for children with special educational needs and/or disabilities as well as those who speak English as an additional language.

A total of 11 staff are employed to work with the children, of whom eight hold appropriate early years childcare qualifications. The number of staff present each session varies depending on the number of children. The pre-school receives support from the local authority and the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy themselves as they play and learn in the safe, welcoming and inclusive pre-school environment. They are making good progress in all areas of their development as a result of the broad range of experiences on offer and the skilful support provided by the staff team. A strong commitment to ongoing reflection and evaluation enables staff to identify areas for improvement, resulting in a service which is constantly evolving. Effective communication with parents, carers and other professionals enables staff to offer care which is coordinated and consistent and which helps children to settle easily.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- strengthen the systems in place to assess and monitor children's progress to provide staff with clear records which can easily be reviewed and reflected

- upon
- address the minor weaknesses that exist in the quality of written medication records.

## **The effectiveness of leadership and management of the early years provision**

Children are protected by a comprehensive range of clear and well thought out safety procedures. Risk assessments are undertaken on all aspects of the provision and these are successfully aimed at providing children with opportunities to develop their independence in a secure environment. One member of staff takes lead responsibility for coordinating child protection concerns and has attended training to support her in this role. Clear written policies outline the procedures to be followed should staff have any concerns about children.

Overall, the children attending the pre-school receive a very high standard of care and education, skillfully organised to meet their individual and group needs. Space is well used and children enjoy being able to flow freely between the indoor and outdoor areas for much of the day. An impressive selection of toys and resources is provided and these are extremely invitingly presented. The strong practices in place are not always fully reflected in the quality of written records; for example, while practices relating to the administration of medicines are completely appropriate, a very small number of the written records lack details such as the child's surname. In addition, while staff demonstrate a thorough knowledge and understanding of the personalities and individual needs of each of the children, progress records are not always completed promptly. Staff largely compensate for this with extremely good verbal communication, but do not have a tool to help them easily gain an overview of the rate at which each child is progressing.

The owner and supervisor work closely together to lead a team of experienced and well trained staff and the highly effective team working creates a harmonious, relaxed atmosphere. The pre-school staff demonstrate a strong capacity for ongoing improvement, for example the outdoor area has recently been extensively redeveloped. Children now have access to an imaginatively designed and inspiring outdoor environment.

Children benefit from the very positive relationships in place between the staff and their parents and carers. This helps them to settle easily and to feel secure during their time at the pre-school. A broad range of written information is set out for parents and carers in the entrance hall. This includes details of all staff, written policies and the procedure to be followed should they wish to make a complaint. Regular opportunities are arranged for parents and carers to meet with their child's key worker and they are also encouraged to come into the pre-school at any time to discuss their child's progress or to share information. The pre-school is extremely pro-active in liaising with other professionals involved in delivering the Early Years Foundation Stage to the children. Staff are also experienced at working with health professionals including speech therapists and physiotherapists.

One member of staff has been trained to take lead responsibility for coordinating the care of children with special educational needs and/or disabilities. Appropriate strategies are also in place to work with children who have English as an additional language. Children attending the pre-school are given a good level of support to learn about diversity through a range of discussions, stories and activities. They have access to a range of resources representing people from throughout the local community and wider world including those with disabilities.

## **The quality and standards of the early years provision and outcomes for children**

Children have great fun in the pre-school and are making very good progress as a result of the high quality of activities on offer and the support they receive from staff. While the majority of the day is given over to freely chosen play there is also an appropriate amount of structure and routine. Children demonstrate a very good understanding of the boundaries within the setting and move around sensibly and safely. They respond well to the gentle reminders from staff, for example older children are aware not to take small toys in to the areas used by the children under two years. Staff use sensitive observations of the children to provide a range of experiences which they are confident they will enjoy. This creates a stimulating environment in which children make good use of the freedom they receive to explore and investigate their environment and are becoming extremely independent in their learning.

Children are developing extremely good social skills. They are friendly, enthusiastic and beautifully behaved. The youngest children enjoy the warm, caring interaction they receive and spend much of their day smiling and laughing as they play. Their individual care needs are very well understood and addressed. Older children play very cooperatively together, engaging in charming conversations and concentrating well on their chosen tasks. They particularly enjoy role play, for example speaking very knowledgeably about hair styling and mimicking shop language as they treat the staff to an impromptu makeover. Their creative development is also promoted by very regular opportunities to paint, draw, cut and glue a range of expressive and individual artwork. Activities such as exploring nature and investigating the properties of ice help to extend children's knowledge and understanding of the world. They use the large selection of construction toys to develop their problem solving and reasoning skills. Good opportunities also exist for children to look at books, count, recognise numbers and practise their writing and pre-writing.

There is a computer available for children to use independently or with the support of a member of staff. They are developing confidence in using the mouse and keyboard to operate simple programs. This, along with other practical skills such as planting and growing, setting the table and putting on coats and shoes, helps to prepare children for the transition to school. In addition, the strong focus placed on developing their self-esteem, independence and social skills ensures that

children are well placed to interact with people from throughout the community and wider world.

Regular opportunities exist for all children to take part in physical activities. In addition to playing in the fresh air, younger children benefit from the large area of clear floor space in their group room in which to develop their mobility. Children learn about the importance of good personal hygiene and healthy living. They routinely wash their hands after using the toilet and before sitting down to eat. Nutritious snacks are offered midway through each morning and afternoon and light cooked meals are provided towards the end of the day. Children who stay all day bring in lunches from home and parents and carers are given good advice on how to promote healthy eating.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met