

# Sunshine & Showers 1

16 Jefferstone Lane, St. Marys Bay, Romney Marsh, Kent TN29 0SW



<b>Inspection date</b>	9 August 2019
Previous inspection date	30 March 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Teaching is consistently strong. Staff engage children in high-quality interactions that support their growing curiosity and wonder in the world. For example, young children squealed with delight as they created imaginative stories using their favourite book characters. Staff cleverly introduce new ideas to increase concentration and learning.
- The manager is ambitious and highly reflective. She uses the views of parents, staff and children to evaluate practice and drive continuous improvement, for example when she reflects on the future training needs of staff. However, the provider does not regularly meet with the manager to sharply focus planning for further professional development opportunities or manage ongoing support.
- Children are very sociable and independent. They confidently choose activities to support their own learning. Young children are encouraged to feed and dress themselves while older children competently put on their shoes, help prepare snack and take themselves to the toilet.
- Staff know the children very well. They plan stimulating activities that reflect children's interests and support their next steps in learning. Children with special educational needs and/or disabilities benefit from well-targeted interventions to prevent them from falling behind their peers. All children make good progress and are well prepared for their future learning, including going to school.
- Parents are full of praise for the care their children receive. They enjoy daily verbal updates from staff about what their children are doing. They express a need to have more opportunities to share information about their children's learning. Strategies for sharing information do not successfully engage all parents.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- provide regular supervisory meetings for the manager, to clearly identify training needs and promote ongoing professional development
- develop further strategies for sharing more detailed information with parents about their children's learning and development at home and in the nursery.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outside.
- The inspector held meetings with the manager and the provider, and spoke with all staff at appropriate times throughout the inspection.
- The inspector spoke with children and parents, and sampled parent questionnaires to help take account of their views.
- The inspector conducted joint observations with the manager.
- The inspector looked at a range of documentation, including records of children's progress, the nursery's self-evaluation and improvement plans, evidence of staff suitability, and policies and procedures.

#### Inspector

Alison Martin

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team ensures all staff are trained well and they know what to do if they suspect a child's welfare is at risk. The well-qualified staff team has a thorough knowledge of wider safeguarding issues, such as keeping children safe when using the internet. The manager monitors all children's learning in the setting and is quick to notice any areas of weakness in practice or individual learning. She uses additional funding well. For example, more books, including rhymes and poetry, have been introduced into the daily routine to better support children's literacy skills. The manager works well with other professionals to share ideas and develop teaching across the nursery.

### Quality of teaching, learning and assessment is good

Staff plan a broad range of activities that fully meet the individual needs of all children. For example, while children role play, staff skilfully tailor what they are learning, such as introducing new words for one child while encouraging another to sort objects into colour groups. Children constantly and confidently chatter to staff, who listen carefully and extend their ideas and creative thoughts. Staff instantly recognise and respond to babies' developing communication skills, such as when they point or babble, and give them plenty of time to repeat new words. Older children demonstrate strong mathematics skills as they count forwards and backwards and recognise numerals to 10 while playing games on the computer. Children have space to run, climb and manage their own physical risks and challenges. For example, they climb on the low tree branches outside.

### Personal development, behaviour and welfare are good

Children are warmly greeted into the nursery by caring and nurturing staff. Routines are planned to be familiar yet flexible to meet children's changing requirements throughout the day. For example, mealtimes are adjusted to suit young children's naptimes. Children learn to understand their emotions when they come up against difficult situations. For instance, staff give children words to describe their feelings as they are calmed with a reassuring hug. Children display a growing awareness of how to stay healthy. For example, they recalled that cheese provides calcium to help bones and teeth grow strong. Children explore their community by learning about the natural environment and getting to know the people who live and work there. They welcome visitors into the nursery to share their stories, festivals and customs.

### Outcomes for children are good

Children are motivated, focused and engaged in their learning. They are fascinated by sensory things, such as sand and water. For example, they experimented by adding water to the sand and were delighted as they observed what happened. They demonstrate good physical skills, such as when they write their names and make labels for their artwork. Young children repeat patterns in their play as they learn how things work, such as rolling a ball down a chute. Children are sociable and friendly to one another. They giggle and share stories as they happily recall memories of activities they have enjoyed at nursery, such as messy play, parties and trips out.

## Setting details

<b>Unique reference number</b>	127664
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063877
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Sunshine & Showers Nursery School Limited
<b>Registered person unique reference number</b>	RP904234
<b>Date of previous inspection</b>	30 March 2016
<b>Telephone number</b>	01303 872610

Sunshine & Showers 1 registered in 1998 and is one of two privately owned nurseries run by Sunshine and Showers Ltd. The nursery is in St Mary's Bay, Kent and is open from 8am until 6pm on weekdays, for 48 weeks of the year. There are nine staff, including the owner, eight of whom hold appropriate early years childcare qualifications from levels 4 to 3. The nursery receives funding for free early years education for children aged two, three and four years.

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