

Inspection of Sunny Kids - All Saints

All Saints Church, 44 Bark Hart Road, Orpington BR6 0QD

Inspection date: 6 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed by a friendly and nurturing staff team. Happily, they come straight into a well-organised, safe and homely environment. Children have many opportunities to freely explore the resources and the environment. They greet their friends as they begin to play, curiously exploring different objects, scooping oats and dressing up. Children have excellent relationships with staff. They enjoy engaging in and initiating conversations with staff as they eat their healthy snack and lunch, and use their imaginations in the home corner.

Children are excited and motivated to learn. Children are keen to explore the environment and independently put their coats on ready for outdoor play. Children feel valued as their achievements are praised and good behaviour is celebrated, as they confidently use sand timers to share resources with friends. They make the most of being outside and develop good gross motor skills. Children build resilience as they climb on the climbing apparatus and negotiate space as they kick balls to each other. Children develop wonderful bonds with their friends. They are able to share and take turns well. For instance, they work cooperatively and negotiate with each other as they decide how to join their structures together.

What does the early years setting do well and what does it need to do better?

- Leadership of the setting is strong. The well-established management team works well with the other staff. They are committed to achieving high standards and positive outcomes for all children, including those with special educational needs and/or disabilities (SEND). All additional funding is used to support and enhance the children's experience and learning at the pre-school.
- The manager leads her staff team with enthusiasm and places a high focus on their well-being. She motivates her staff team to carry out their roles effectively. Staff feel very supported in their roles, including through guidance, training and supervisions. This enables them to use their knowledge gained from recent training to identify different ways children learn and adapt their teaching.
- Staff provide effective support to help children to interact and develop their communication and language. For example, children enjoy activities to support their listening skills and eagerly follow instructions. Children confidently find objects around the hall linking to a particular shape. Staff introduce descriptive words and clear language during activities. For example, staff introduce new words, such as 'barnacle', as children are looking at different shells. Staff use consistent teaching methods to support children to hear and copy letter sounds as they practise writing their name.
- Staff have created an environment where children can explore a variety of exciting objects and resources. Children are becoming curious and inquisitive learners. Staff support children's development well through spontaneous

learning opportunities. Occasionally, however, some staff do not know what children need to learn next to respond quickly to secure new learning when children show an interest in activities.

- The special educational needs coordinator (SENCo) has a good knowledge of children and gives good support to staff to provide targeted plans for children. Staff work closely with parents and other professionals to ensure that children with SEND are well supported.
- Staff share mathematical language with children during their play and learning. Children enjoy building enclosures with large blocks and using rulers to measure the sides of shapes as they draw. Staff ask them to compare sets of different-sized objects to see which has 'more' or 'less'. They discuss how long and wide the structures are, testing how to join them. As a result, children become confident to use mathematical language in their play.
- Partnership with parents and other professionals caring for children is strong. Parents speak highly of the pre-school and comment that the staff team is nurturing and approachable; therefore, children settle well and build strong bonds with them. Good communication ensures that parents know what their children can do and what they will be learning next.

Safeguarding

The arrangements for safeguarding are effective.

The provider implements robust recruitment and vetting procedures to ensure staff are suitable to work with children. The manager and designated safeguarding lead place a high focus on child protection. They ensure all staff keep up to date with current procedures, in line with the local safeguarding partnership. Staff know how to recognise possible signs of abuse and know what to do should they have a concern about a child or a member of staff. They have a good understanding of all safeguarding issues. This helps to protect children's welfare. Staff are vigilant and carry out regular risk assessments to keep children safe.

What does the setting need to do to improve?

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

- continue to support less-experienced staff to know children's individual next steps to secure new learning.

Setting details

Unique reference number	2607562
Local authority	Bromley
Inspection number	10251702
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	35
Name of registered person	Godbold, Josephine
Registered person unique reference number	RP517017
Telephone number	07794881381
Date of previous inspection	Not applicable

Information about this early years setting

Sunny Kids - All Saints registered in 2020. The pre-school operates within the London Borough of Bromley. It offers sessional and all day care, including a breakfast club, from 8am until 3.45pm, term time only. There are six staff, including the manager, working with the children and the staff team is supported by the owner and an area manager. Of the staff team, three members of staff, including the manager, hold level 3 qualifications, one at level 2 and two unqualified. The pre-school offers funding for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked about the pre-school's curriculum and what staff want children to learn.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents and children during the inspection and took account of their views.
- The manager showed the inspector key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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