

Inspection of Sunshine Corner Nursery

Aylesham CP School, Attlee Avenue, Aylesham, Canterbury, Kent CT3 3BS

Inspection date: 10 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in this warm and welcoming nursery. They settle quickly after arrival and immediately become engrossed in their chosen activities. Staff playfully interact with children and are enthusiastic in their approach. For example, they sit in the hairdresser's chair and encourage children to engage in back-and-forth conversations. They praise children in their abilities to wait patiently and take turns. This captures children's interests and engages them purposefully in their learning.

Staff have high expectations of all children. When children struggle to manage and understand their emotions, they are supported quickly and effectively. As a result, behaviour is consistently good. Children's good health is positively promoted and supported by the staff, which results in better outcomes for children. For example, children are encouraged to practise good oral health routines. Some children clean their teeth after meals and staff have received specific training to support parents and children in their promotion of keeping healthy and active.

Children take pride as they tend to their home-grown plants, both inside and out in the garden area. They are encouraged to save their fruit and vegetable peelings to compost and use in gardening activities later. Experiences such as these inspire children's curiosity and awareness of the wider world.

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

- Staff plan a broad and challenging curriculum which helps all children to achieve, regardless of their individual circumstances. For example, staff use mindfulness activities to support children's social and emotional development. Children with special educational needs and/or disabilities (SEND) receive well-tailored individual support. Staff also work closely with outside professionals. This helps them to utilise their expertise, to help children to achieve their full potential.
- Older children receive meaningful learning through engaging teaching and a wide range of activities, particularly in activities that appeal to their individual interests. As a result, they are well prepared for school. However, staff do not consistently plan what they want children to learn and in what order. This does not help to build children's knowledge sequentially.
- Children are exposed to activities that promote their awe and wonder. For example, babies explore various textures and materials, and toddlers help to take care of the resident African land snail. Older children learn high order language, such as 'vapour' and 'avalanche' as they investigate and experiment with making snow clouds in a jar. As a result, children remain engaged in their thought processes for extended periods of time. They watch in delight as they observe the effect of their own skills, using equipment that they might not

usually have access to.

- Children are skilful communicators. They eagerly share their creations with the inspector and question why she is visiting their nursery. Staff ensure that they provide a running commentary as children play. This helps to ensure that children hear a rich variety of vocabulary to strengthen their communication and language skills. At times, however, staff do not give children enough time to respond to their questioning. For example, they provide the answer or move the conversation along too swiftly, before allowing children to reply. This means that children do not consistently think independently and may not have the opportunity to extend their learning to gain the best possible outcomes.
- Partnerships with parents are a strength of the nursery. Parents comment on how staff are responsive to their children's needs. They also praise staff for the support they offer to meet the needs of children who speak English as an additional language. Parents are happy with the online application, which allows them to receive daily notifications about what their children have been doing during the day. They are also encouraged to extend children's learning through suggested activities to complete at home.
- Leaders and managers are committed to making improvements and strive to provide the highest quality care and education. They evaluate their practice and share their ambitious plans for development. Leaders thoughtfully consider staff well-being and give them suggestions on how to maintain workload and positive mental health. Staff confirm they are happy and feel valued.

Safeguarding

The arrangements for safeguarding are effective.

The leaders ensure that all of the staff are regularly trained in safeguarding. They display safeguarding notices in areas where the staff can read them and remind themselves regularly. Staff are aware of the signs that could indicate that a child is at risk. They understand their responsibilities to protect the children in their care. Staff are aware of how to record and report any concerns they may have. The children take part in regular fire evacuation practices and engage in road safety walks in the local area. This helps them to understand risks in the wider environment.

What does the setting need to do to improve?

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

- ensure the curriculum is coherently planned and sequenced to further enhance children's learning
- provide children with more time to respond in conversation and independently think through their ideas to extend learning even further.

Setting details

Unique reference number	EY282231
Local authority	Kent
Inspection number	10264614
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	57
Number of children on roll	83
Name of registered person	Pre-School Learning Alliance
Registered person unique reference number	RP900844
Telephone number	01304 842223
Date of previous inspection	21 June 2017

Information about this early years setting

Sunshine Corner Nursery opened in 2004. It operates from a building in the grounds of Aylesham Primary School, Kent. The nursery receives free educational funding for children aged two, three and four years. The nursery opens five days a week, from 7.30am to 5.30pm, all year round. There are 22 members of staff, of whom 17 hold relevant early years qualifications between level 2 and level 4.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The staff provided the inspector with a sample of 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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