

Inspection of Sunshine & Showers 111

Dymchurch CP School, New Hall Close, Dymchurch, Romney Marsh, Kent TN29 0LE

Inspection date:

19 November 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are settled, confident and happy during their time at the setting. Staff encourage children to be independent. As a result, children are confident to make their own choices, such as what they would like to play with. Children enjoy some interesting activities. For example, they enjoy exploring their senses, and they use herbs and spices when making play dough creations. They learn about how different herbs, such as rosemary, smell. Children enjoy learning about the natural world around them. For instance, they enjoy going on nature and autumn trails and are excited to see the train travel past while on their walk. However, leaders and staff do not have a clear and concise understanding of what they want children to learn from activities and what their curriculum is. Therefore, the curriculum is not fully embedded to help children to reach their fullest potential.

All staff are positive role models. Children behave well and are thoughtful and kind. For example, they offer to get staff a chair so they can sit down. Staff teach children about the importance of following good health and hygiene practices to help them remain healthy. This includes talking to them about healthy eating at lunchtime. Staff help children gain confident physical skills and children learn how to move in different ways. This is demonstrated when they confidently and safely climb and balance and enjoy activities, such as yoga.

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

- Overall, all staff know children well. They know what they like and dislike. However, the overarching curriculum is not effective. Staff know that they aim to help prepare children for their eventual move to school. However, they cannot discuss confidently how they intend for children to develop these skills. Staff know they aim to help prepare children for their eventual move to school. However, they are not sure about how they intend to help children to develop these skills. Leaders have not ensured that all staff have a clear understanding of why they are planning activities for children. For example, they plan an activity because they know children will like it but are not sure what they want children to learn from it. This does not ensure that children's experiences consistently build on what they already know and can do to help them make good individual progress.
- All staff establish secure and trusting relationships with children. All children enjoy the company of staff. They feel safe, and they smile happily as they play games together. Children seek out staff for reassurance and confidently engage in conversations with them to share their ideas and thoughts.
- Staff support children to develop confident communication skills. They allow children time to think and then answer questions, and they build on their vocabulary well. Even the children who speak English as an additional language

are confident to communicate. For example, they respond well to visual prompts and staff use key words in their home language, such as 'toilet' in Turkish.

- Staff know how to support children who have special educational needs and/or disabilities (SEND). They have completed specialist training specifically to help gain understanding of how to support children with SEND. As a result, staff implement helpful strategies. For example, they have a calming area where children can explore sensory equipment if they become overwhelmed.
- All staff liaise with parents to find out any information about children who also attend another setting if needed. However, they have not put arrangements in place to share information with the other settings children attend and build an effective partnerships with them. This does not ensure that children experience a fully consistent approach to their learning and care.
- Parents are happy and speak highly of the setting. They feel informed and praise the level of communication. Staff share helpful information, such as healthy eating tips. They share regular photos demonstrating what the children have enjoyed doing at the setting.
- Overall, children remain engaged in their chosen activity. However, the level of engagement declines during changes in routine. For example, children must wait to access the garden while all children put on their coats and wellington boots. Some children begin to wander aimlessly while they wait. Staff do not organise changes in routines effectively to ensure that children remain engaged throughout.
- All staff support children to gain a good understanding of other people's backgrounds and cultures outside of their own experiences. This includes talking about different languages, communities and countries, such as Hungary.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide leaders and staff with support and coaching to help them plan and deliver an effective curriculum that helps all children make good progress.	02/01/2025

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

- establish partnerships with staff at other settings that children also attend
- support staff to manage the changes in routines more effectively to ensure they keep children engaged throughout.

Setting details

Unique reference number	EY313585
Local authority	Kent
Inspection number	10367096
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	21
Name of registered person	Sunshine & Showers Nursery School Limited
Registered person unique reference number	RP904234
Telephone number	07793 636656
Date of previous inspection	12 February 2019

Information about this early years setting

Sunshine & Showers 111 registered in 2005. It is located in the grounds of Dymchurch CP School, in Dymchurch, Romney Marsh, Kent. The setting is open Monday to Friday, from 8.30am until 3.15pm, term time only. The setting provides funded early education for children aged two, three and four years. The setting employs six members of staff, all of whom hold relevant early years qualifications at level 2 and above. This includes four members of staff who have a relevant early years qualification at level 3.

Information about this inspection

Inspector

Kelly Hawkins

Inspection activities

- The inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the learning opportunities they provide children.
- The inspector viewed the indoor and outdoor learning environments.
- The manager shared written documentation for the inspector to review. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and inspector carried out a joint observation on a play dough activity, focusing on the quality of communication and interactions.

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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