

Inspection of Sunshine & Showers 111

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

Inspection date: 19 September 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff plan a focused curriculum that reflects children's next steps to help build their confidence and curiosity. They provide an engaging environment with a range of activities and resources that cover all areas of learning effectively. Staff help children understand and express their emotions. For instance, staff encourage the children to work as a team, when assembling the large floor puzzle. Staff make strong use of praise to recognise children's achievements and perseverance. Children show kindness and share with friends.

Children are excited to come into the setting to interact with peers and staff. Staff are on hand to warmly greet children as they say goodbye to their parents. They engage children in conversations and help them to put their coats and lunch boxes away. Children form very strong bonds with staff. They show that they feel secure and safe and enjoy a reassuring cuddle when needed before continuing with their play.

Staff provide quality interactions for all children, including those with special educational needs and/or disabilities (SEND). Staff provide children with a wealth of opportunities to take managed risks in their play and build muscle strength. For instance, children enjoy climbing on the outdoor play equipment. Staff support children who require assistance when jumping from the low platforms and, through encouragement, many children gain independence and confidence to jump unaided. This fosters a sense of achievement, which is enthusiastically celebrated by staff and peers. The staff play a considerable role in supporting the development of children's physical and mental health and well-being.

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

- Staff plan a well-sequenced curriculum that makes strong use of children's interests to engage them in play. For instance, children use diggers to transport sand and stones around the garden. Staff introduce mathematical language as they talk about 'more' and 'less' sand as children fill the digger buckets. Staff expand on this interest as they take the children to the school library to find books about diggers. This supports children as they begin to develop an interest in literacy.
- The nurturing staff know their key children well, there is a clear focus on supporting children to develop their independence. Children are learning the setting's routines and are eager to help and join in with activities. However, on occasion, some activities are pitched too high for younger children, which can hinder their ability to engage in purposeful learning. For example, younger children are not always able to independently recognise their name card to know where to sit at snack time.

- The provider has high expectations for all children. Staff who support children with SEND have a strong understanding of their role. They have made good use of additional funding to support children's learning. For example, the provider has purchased extra resources and staff training to support children's communication and language skills and emotional development. This helps to ensure that children's needs are met and any identified gaps in their learning are closed as quickly as possible.
- Communication and language development are a strong focus at the setting. Staff ensure that children hear a wide range of words. For example, they use descriptive words such as 'delicious' and 'disgusting' as they talk about whether they would like chocolate or gravy ice cream during imaginative play. Staff make sure they give children time to think and respond to questions. This helps to promote children's critical thinking skills and extend their vocabulary.
- Staff are good role models, who support children as they learn to interact with friends. For instance, they provide children with tools to support them as they learn to negotiate and share. Children make effective use of the sand timer to support them as they take turns being the ice-cream seller during role play. Children have good manners, and their behaviour is appropriate to their stage of development.
- The staff recognise the importance of supporting children to learn about their community. For example, they take the children for walks to explore the beach and shops. However, staff do not provide consistent opportunities for children to learn about different communities and cultures beyond their own, during their play.
- Staff form strong partnerships with parents and carers. There is a good two-way flow of information. For instance, staff have face-to-face discussions at drop off and collection times and share information through children's online learning records. Parents and carers comment that they are very pleased with the support they receive from the staff at the setting.

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

- review and improve the opportunities for younger children to be as engaged in activities as their older peers
- continue to strengthen the experiences children receive to learn about different cultures and communities beyond their own.

Setting details

Unique reference number	EY313585
Local authority	Kent
Inspection number	10377045
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	27
Name of registered person	Sunshine & Showers Nursery School Limited
Registered person unique reference number	RP904234
Telephone number	07793 636656
Date of previous inspection	19 November 2024

Information about this early years setting

Sunshine & Showers 111 registered in 2005. It is one of two settings operated by Sunshine and Showers Nursery School Limited. The setting is in the grounds of Dymchurch CP School, in Dymchurch, Romney Marsh, Kent. They are open from Monday to Friday, from 8 am until 3.15pm, during term time only. The setting provides funded early years education for two-, three- and four-year-old children. The provider employs seven members of staff, of whom four hold a relevant early years qualification at level 3 and above.

Information about this inspection

Inspector
Sara Garrity

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector and manager carried out a joint observation during snack time.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The staff and children talked to the inspector during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

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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