

Inspection of Sunshine & Showers 1

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

Inspection date: 12 March 2025

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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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 inadequate

The quality of teaching and children's overall experiences are variable. Staff do not have a secure understanding of how to successfully plan and implement a suitably broad and challenging curriculum. Too often, staff provide activities for the children that lack a clear purpose and do not build on children's learning and development. Weaknesses in leadership and management affect children's well-being. For example, leaders do not consistently work in partnership with other professionals to support children with special educational needs and/or disabilities (SEND). In addition, breaches to the safeguarding and welfare requirements do not adequately promote children's health and well-being.

Despite these areas of weakness, the children enjoy attending the setting. Staff build positive relationships with the children and attend to their care needs well. Children are generally happy and especially enjoy spending time outdoors using the nursery's equipment, such as the slide and bikes. This provides them with opportunities to be physically active.

Staff play alongside children and provide activities that they know are popular, such as building blocks, play dough and sand. Children are often happily engaged in play and enjoy staff company. However, the poor organisation and implementation of the curriculum means that, while children enjoy these activities, they do not consistently make good progress. Staff use positive words of encouragement throughout the day to support children to build their independence and learn to share.

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

- The arrangements to understand and manage children's health needs are not fully effective. Staff do not gather sufficient information about all medications that they administer and do not obtain the required written permissions from parents. This does not adequately promote children's health, safety and well-being.
- All staff complete training which enables them to identify signs and symptoms that could indicate a child is at risk of abuse. There are also appropriate policies to refer any concerns that arise. However, the weaknesses in relation to understanding children's health needs and administering medication mean that staff are unable to fully ensure that they are safeguarding children.
- The provider does not monitor well enough to ensure that the workload of managers is manageable. The expectations on managers to complete all key roles and to work directly with the children, impacts on their ability to effectively complete all aspects of their role. In addition, staff do not receive enough support to fully understand how to implement a successful curriculum.

- There are weaknesses in the arrangements to support children with SEND. Information sharing with parents and outside agencies is not consistently effective in meeting children's needs. As a result, staff do not have a thorough understanding of the strategies to use to ensure that any gaps in children's progress are recognised and addressed promptly. This does not support children with SEND to reach their full potential.
- The provider has a clear vision for children to enjoy their time at the setting and to engage in a range of experiences. However, the early years curriculum lacks ambition. Staff do not know how to use their knowledge of the children, to plan effectively for their next steps. The learning environment and planned activities are based around what staff know children will like. However, there is little focus on targeting learning to specifically promote children's next steps. For example, older children spend a lot of time in the garden. Although they enjoy active play, staff do not generally consider how to use their interactions to extend children's learning in other areas. As a result, children do not benefit from the support they need to make consistently good progress.
- Staff place a successful focus on supporting older children to develop their communication and language, and their understanding of the world. For example, they introduce new and interesting vocabulary, such as 'ammonite' and 'fossil', when looking at dinosaur items in the sand tray.
- Staff have warm relationships with babies and offer them regular cuddles to reassure them. They often sing to them and read stories. However, staff rely on using children's comforters, such as dummies and blankets, to provide emotional support for them. They are not confident in other ways to support children to settle and engage in activities. This does not support babies to develop emotional regulation and resilience.

Safeguarding

The arrangements for safeguarding are not effective.

There is not 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
ensure that arrangements to support children's good health and to administer children's medication are sufficiently robust	14/03/2025

ensure that managers and staff receive the support necessary to complete their roles and responsibilities effectively	04/04/2025
ensure that appropriate action is taken at the earliest opportunity to provide children with SEND with the support that they need	04/04/2025
design and support staff to implement an ambitious curriculum that supports children to make good progress across all areas of learning.	04/04/2025

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

- enhance the support for staff to support the youngest children to learn to manage their emotions and engage in activities.

Setting details

Unique reference number	127664
Local authority	Kent
Inspection number	10392205
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	1 to 4
Total number of places	30
Number of children on roll	45
Name of registered person	Sunshine & Showers Nursery School Limited
Registered person unique reference number	RP904234
Telephone number	01303 872610
Date of previous inspection	9 August 2019

Information about this early years setting

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 46 weeks of the year. There are twelve members of staff, including the owner, nine of whom hold appropriate early years qualifications at level 3 or above. The nursery receives funding for free early years education for children aged from nine months to four years old.

Information about this inspection

Inspector

Nina Harvey

Inspection activities

- The manager and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector carried out a joint observation and spoke with staff.
- Parents shared their views on the nursery with the inspector.

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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