

# Inspection of Sunshine Club

The Hippodrome, Kings Road, Herne Bay, Kent CT6 5BQ

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Inspection date: 15 January 2025

**Overall effectiveness** **Good**

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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**

All children are settled, confident and very happy during their time at the welcoming nursery. Children learn about the community around them as they are excited to visit a vast range of places, such as the museum and local residential home. All staff have a good understanding of their motivating curriculum and successfully implement it to ensure they help keep children motivated to learn. For example, children enjoy a book about an owl and go on to make their own, using interesting materials, such as wool and fir cones. Children are keen to discuss the owl and learn about the concept of the animal being nocturnal.

Staff are positive role models. Children are kind, caring and empathetic. For example, they build an obstacle course, wash and feed their tortoise 'Mr. Sunshine'. Children build friendships and are excited to hug their friends and tell them 'Welcome back' when they come back from an outing. Children learn about the importance of following good hygiene routines and healthy eating. Children are confident to talk about healthy foods as they prepare and cook home-made leek and potato soup. Staff help all children develop good physical skills and learn how to move in different ways. This is demonstrated when they confidently and safely use challenging soft-play equipment, such as using rope ladders.

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

- The managers and staff successfully build and maintain positive relationships with all children. This includes children who speak English as an additional language. Staff have high expectations of what children can achieve and this supports children to believe in themselves and have a positive attitude towards their learning.
- All staff support children with special educational needs and/or disabilities well. They liaise closely with outside agencies and professionals. Staff implement helpful and consistent strategies that support all children. For example, children have opportunities to explore their senses using equipment, such as light up resources.
- Overall, staff support children of all abilities to develop good and confident communication skills. For example, staff use signing with children. Staff ask some good questions. However, they are often closed questions. Therefore, the quality of communication regarding questions is variable and staff do not consistently provide children with more opportunities to think and then respond to questions to build on their already confident communication skills even further.
- Overall, children are engaged in activities and are happy and safe. Staff supervise children closely and always meet the required ratio. However, in larger groups such as brief times in changes in routines and free play, staff are not

always promptly aware of the quieter children and where to best deploy themselves to engage them in learning more swiftly.

- Parents are happy and speak very highly of the setting. For example, they comment that staff are like extended family. Staff share helpful information to support parents, such as healthy eating ideas. Staff keep parents informed of their children's day and learning. For example, they regularly share photographs and observations of what children are learning and what their next steps are.
- The managers closely monitor the quality of care and experiences staff provide. Staff evaluate together as a team daily. They discuss what they are doing well and what they will continue to develop further.
- Staff carry out regular training. This includes learning about how to manage children's behaviour. Staff have implemented an interactive way of children expressing their feelings and emotions safely and appropriately. Therefore, all children behave well.
- Staff teach children about other peoples' traditions and cultures from around the world. This includes talking about other countries, such as Jamaica. Children enjoy listening to traditional Jamaican music and taste traditional dishes, such as Jollof chicken.
- The managers and staff use additional funding to meet the individual needs of children effectively. They purchase tickets for children to experience a wide range of trips and outings, such as wildlife parks, to build on their enjoyment of being outdoors.

## **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:**

- build on staff's confidence to ask consistently high-quality questions that encourage children to think and then respond
- support staff to be confident to swiftly recognise when children may need extra reassurance to engage in larger group activities.

## Setting details

<b>Unique reference number</b>	2697410
<b>Local authority</b>	Kent
<b>Inspection number</b>	10375723
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Fiesta Fun LLP
<b>Registered person unique reference number</b>	2697412
<b>Telephone number</b>	01227366299
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sunshine Club registered in 2022. It is located in Herne Bay, Kent. The setting is open Monday to Friday, from 8.30am until 3.30pm, term time only. The setting receives funding to provide free early education for children aged under two, two, three and four years. The setting employs nine members of staff, six of whom hold relevant early years qualification at level 2 and above. This includes five members of staff who have relevant early years qualifications at level 3 and one member of staff who holds qualified teacher status.

## Information about this inspection

### Inspector

Kelly Hawkins

## Inspection activities

- The inspector carried out a learning walk with the managers. 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 managers shared written documentation for the inspector to review. This included safeguarding and child protection policies and procedures.
- The inspector spoke to the managers, children, parents and staff at convenient times and considered their views.
- The managers and inspector carried out a joint observation on a planned story and singing 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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