

Inspection of Happy Hill Essex CIO

NGCA Community Room, Community Centre, Notley Green, Braintree, Essex CM77 7US

Inspection date:

31 May 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children are at the heart of this unique and inspirational provision. They benefit immensely from the exceptional support they receive at this specialist setting. Staff and leaders create a warm, fun and stimulating environment that sparks children's curiosity and interest. Children settle very quickly and become deeply engrossed in fascinating activities with help and support from nurturing staff. Staff use a wide range of communication methods with children who are unable to communicate verbally. For example, they use visual pictures and objects to help children understand the routine and make their own choices. This helps children to recognise what is happening next and prepare for this transition.

Children form fond and positive relationships with the staff who, in turn, respond to their needs with great empathy and patience. Staff and leaders continuously praise children for their efforts and encourage them to persevere when challenges occur. For example, children have an amazing time singing and dancing to their favourite songs. They move to the rhythm of the music, laughing with content. Children are calm and feel safe in this exhilarating setting. This helps children feel included, appreciated and it boosts their self-esteem and confidence, supporting their emotional resilience.

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

- Staff and leaders offer a very inclusive and diverse practice. They take children's needs, abilities and interests into consideration when planning a wide range of stimulating activities. Staff take the time to get to know all children through extensive and robust registration and settling-in sessions. The exceptionally strong staff team respond instinctively to each child's needs, adapting their interactions accordingly. Furthermore, staff are fully aware of each child's cues, such as when they are becoming frustrated. They respond promptly to these behaviours and help children learn to manage their emotions in a sensitive and caring manner.
- Staff and leaders are excellent role models for all children. They model language well and explain and demonstrate activities effectively. For example, children are fascinated to operate resources with buttons and spinners. They closely observe the actions, focusing on cause and effect, then proceed to using them correctly. This enables children to develop their problem-solving skills and critical thinking.
- Children have meaningful opportunities to stay active and healthy. Indoors, children have an amazing time engaging in a game of football with staff. They kick the ball back and forth, while talking about what they are doing. This helps build on their balance, coordination and gross motor skills. Outdoors, children have fun riding bikes while avoiding obstacles, to further develop their stamina

and spatial awareness.

- Staff benefit from regular meetings and robust training programmes to further enhance their skills and knowledge. This includes epilepsy training and how to use a defibrillator. They feel well supported in their roles and included in planning meaningful activities for all children. Staff report they are very happy to work at this setting and be able to make a difference in so many children's lives.
- Leaders have a very ambitious vision for their setting. They aim to empower all children with special educational needs and/or disabilities and give them a voice. They constantly reflect on their practice and strive to deliver high-quality care and inspirational activities for the children. Leaders are passionate about their role and committed. Staff embrace the leaders' vision and continuous drive for refinement with dedication and motivation. Leaders and staff have formed positive and effective relationships with school leaders and other professionals. In addition, leaders often organise trips and outings to enhance children's experiences while spending quality time with their families.
- Partnerships with parents are strong and effective. They comment on how supportive and nurturing staff and leaders are. They value the inclusive and exciting activities they organise. Parents appreciate their children being able to engage with their peers and local community in a safe and stimulating environment.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2663649
Local authority	Essex
Inspection number	10339449
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	20
Number of children on roll	300
Name of registered person	Happy Hill Essex CIO
Registered person unique reference number	2663648
Telephone number	07731304669
Date of previous inspection	Not applicable

Information about this early years setting

Happy Hill Essex CIO registered in 2022 to provide support and focus on emotional and social growth for children with special educational needs and/or disabilities. The setting is situated in Great Notley, Essex. It is open on Saturdays from 10am to 1pm and 1pm to 4pm and every day during the school holidays from 10am to 3pm. The setting employs 41 members of staff, of whom 13 hold appropriate qualifications at level 2 and above.

Information about this inspection

Inspector
Anca Sandu

Inspection activities

- This was the first routine inspection the setting has 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 provision.
- The provider showed the inspector around the provision. They discussed how the provision and the activities are organised.
- The inspector observed the interactions between staff members and children and assessed how children's interests are considered when planning activities.
- Some parents left written feedback and the inspector took into account their views.
- The inspector had discussions with staff members about the activities provided for all children.
- Children spoke with the inspector about the activities they were doing.
- The inspector held a meeting with the provider. She looked at the relevant documentation and reviewed evidence of suitability of the staff to work with children.

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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