

Inspection of Happy Hens Childcare Ltd

Over Cp School, Long Furlong, Over, Cambridge CB24 5PG

Inspection date:

9 July 2025

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

**This
inspection**

Met

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

Children thoroughly enjoy their time in this warm and welcoming club. They are eager to attend and settle very quickly on arrival. The youngest children mix well with older children, who are kind and helpful towards them. Staff naturally engage children in conversations and provide valuable support and guidance in their chosen activities. Children are confident to speak to adults. They respond warmly to staff's interactions and enjoy spending time with them. Key persons talk confidently about their key children and have a good overview of their personalities and development needs.

Staff make the most of the outdoor space and equipment to promote healthy lifestyles and physical activity. Children enjoy a game of football with staff and learn to play well as a team. They develop their balancing skills as they walk across different sized tyres and play bat and ball. This helps to develop their hand-eye coordination. Children behave very well and have formed close friendships. They are busy and engaged throughout the session. Children are developing their sharing and turn-taking skills as they play card games or wait for their turn with the butter to spread on their crackers at snack. Leaders have given more consideration to the activities they provide, which helps children to be motivated to play.

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

- Leaders have made very good progress and have successfully met the actions set at their last inspection. Clear hygiene routines are now in place. They are understood and followed well by all children and staff. Information sharing with the host school has improved through regular meetings with the headteacher, Reception teacher and school's special educational needs coordinator. This helps to ensure a regular two-way flow of information is in place to meet children's needs when they attend the club.
- Leaders regularly monitor staff's practice. They meet each term with staff to address training needs and support their well-being. Staff say that they feel well supported by leaders and have clear roles and responsibilities in the club. This helps to ensure the day-to-day running of the club is smooth and children receive positive experiences while attending.
- Staff ensure children play in a safe and suitable environment. The premises are secure, and all children are collected from classrooms by staff to ensure they arrive safely. Outside, staff deploy themselves well to supervise children in activities. They regularly communicate with staff inside through a two-way radio, so that they are aware of each other's whereabouts and can quickly summon help if needed. Children are aware of the boundaries on the playground and

school field and are respectful of these.

- Staff promote children's independence. Children are familiar with the routines of the club and follow these well. On arrival, children hang up their coats and bags and serve themselves food at snack time in a buffet style. Staff encourage children to make their own choices regarding food. Snack time is an enjoyable and sociable experience for the children as they chat to each other and staff about their day.
- The key-person system is effective in ensuring children are supported and settled in the club and staff know children well. These strong relationships help to develop children's self-esteem and confidence. As a result, all children are able to express their wants and needs easily to staff.
- Parents are very positive about the club and are happy with the care provided. They have welcomed the improvements leaders have made to the club, especially the more focused engagement in activities. Staff communicate well with parents and provide feedback at collection time about their day in school and their time in the club.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2604655
Local authority	Cambridgeshire
Inspection number	10378304
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	4 to 11
Total number of places	30
Number of children on roll	54
Name of registered person	Happy Hens Childcare Ltd
Registered person unique reference number	2604656
Telephone number	07841572232
Date of previous inspection	27 September 2024

Information about this early years setting

Happy Hens Childcare Ltd registered in 2020. The club operates within the grounds of Over Primary School and opens from Monday to Friday all year round. Sessions are from 7.30am until 8.45am and from 3.15pm until 6pm during school term time. A holiday club runs during the school holidays from 8am until 5.30pm. The club employs 10 members of childcare staff. Two members of staff hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- 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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting, both verbally and in writing with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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