BOSP Brighter Opportunities for Special People

Unique reference number (URN): EY377742

Address: Pioneer School, Ghyllgrove, Basildon, Essex, SS14 2LA

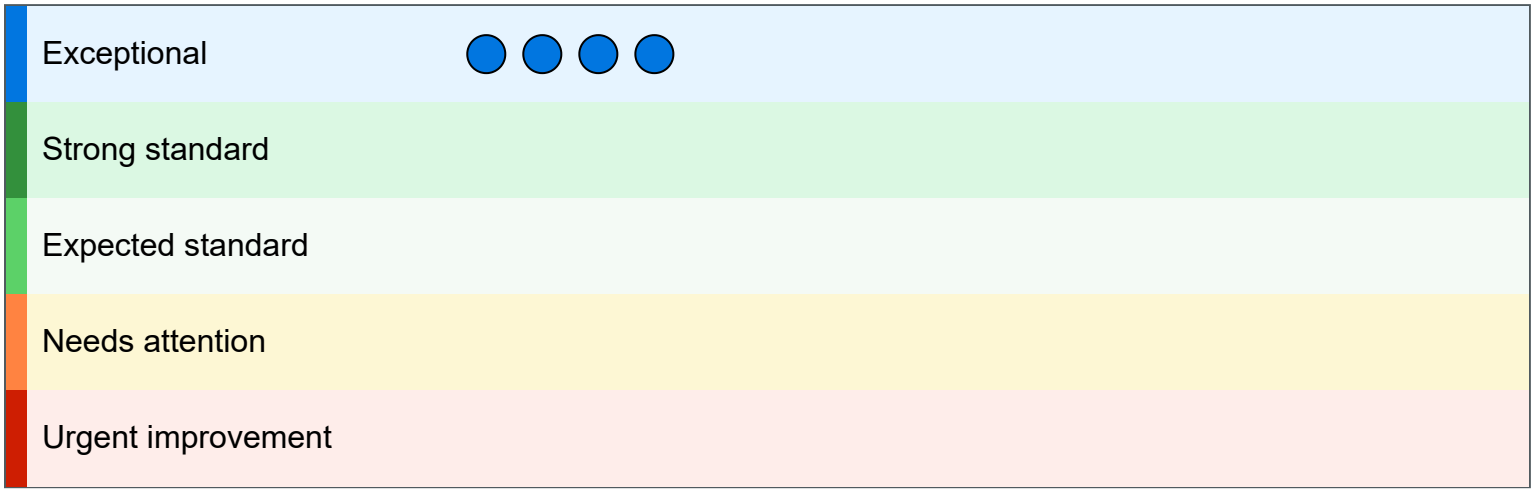
Type: Childcare on non-domestic premises

Registered with Ofsted: 03/03/2009

Registers: EYR, CCR, VCR

Registered person: BOSP Brighter Opportunities for Special People

Inspection report: 17 January 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Exceptional

Behaviour, attitudes and establishing routines

Exceptional

There is a tremendous, and fully successful, focus on supporting children's emotional and physical wellbeing. Staff skilfully adapt routines to reflect the needs and preferences of each child. Staff use walkie-talkies, visual cues, objects of reference and sign language highly effectively to help children understand routines. For example, staff use home-time boxes to support children who struggle to transition to their final activity. This highly responsive action helps children to process change, feel in control and engage confidently. Staff spend valuable time supporting children to learn about personal space, and help them to develop lasting friendships with peers, which gives children essential life skills.

Staff offer warm, heartfelt praise and encouragement, expertly helping children to build self-esteem and celebrate achievements. They embed children's interests into the environment. For example, children with a keen interest in superheroes engage deeply in books and role play. This personalised approach particularly supports children to stay highly focused and engaged, while having a great deal of fun.

Leaders and staff foster a respectful, nurturing culture where children learn to manage and regulate their own feelings and behaviour. Staff are experts in managing children's behaviour. They use their comprehensive knowledge of each child to pre-empt any anxiety and use fully bespoke strategies, such as ear defenders and the sensory room, to support children who are sensitive to noise. This approach helps children to calm down effectively before their behaviour begins to escalate and promotes their emotional wellbeing.

Children's welfare and wellbeing

Exceptional

Leaders consistently place children's welfare and wellbeing at the centre of their work. They rigorously review and strategically adapt policies and procedures to ensure the highest standards. Parents benefit from a dedicated family advocate who provides emotional support and helps them access funding, specialist equipment and wider social care services.

Leaders and staff have established routines that promote children's health, safety and independence. Staff ensure that care routines are highly effective and consistent to help children predict what is going to happen next. This successfully helps children make significant and sustained progress in developing their independence, despite physical barriers they may face. Lunchtimes are calm and exceptionally well organised. Staff consistently follow robust procedures to safeguard children's wellbeing, particularly for those with complex feeding needs. Staff apply highly specialised techniques to ensure children eat safely and healthily. This consistent, skilled approach supports children's health and ability to secure long-lasting healthy eating habits.

Leaders consistently ensure that staff have a deep and secure understanding of their role as key persons in meeting each child's unique care needs. They deploy staff with precision, carefully matching children to staff whose skills and expertise best meet their complex and individual needs. Staff take part in detailed team briefings, reviewing children's profiles,

healthcare plans, and required support. This meticulous preparation enables staff to deliver highly responsive, bespoke care that significantly enhances children's safety, wellbeing and ability to thrive.

Inclusion

Exceptional

The setting provides a commendable level of support and care for children with special educational needs and/or disabilities. This enables them to take part in exciting activities they would otherwise be unable to access. Leaders and staff explore and respond to the very unique needs of each child. They gather detailed information from parents and carry out in-depth initial assessments and trial sessions. This ensures staff fully understand each child's strengths, vulnerabilities and family context. Children are meticulously monitored, with a focus on their confidence, independence, mobility, personal care and sensory needs. This enables staff to swiftly make any adaptations needed to meet children's evolving requirements.

Staff consistently remove barriers children face through bespoke strategies and adaptations. There are clear risk assessments in place, and staff provide children with expert support when they struggle to regulate. The highly trained staff are supported by external specialists, such as special educational needs coordinators and occupational and hydro therapists. The perfectly coordinated and consistent approach ensures that each child receives the best possible opportunities to join in and gain new skills.

Staff use government funds extremely effectively to buy specific resources based on children's interests. This helps them to stay engaged and calm in their environment. Leaders collaborate closely with families, social workers and other professionals, regularly reviewing impact through multi-agency discussions. This sustained, carefully monitored approach delivers transformational outcomes, enabling children to thrive, achieve beyond their expected potential and build life-changing levels of confidence. Families report this support has a profound and lasting positive impact on their lives.

Leadership and governance

Exceptional

Leaders play a significant role in sharing best practice beyond the setting, contributing to wider improvements in provision at both local and national levels. For example, the setting's drive to support children with profound learning disabilities has been formally recognised by the House of Parliament. Its work has led to meaningful improvements in outcomes for children and their families. For example, leaders have campaigned for the development of accessible outdoor spaces for children with profound learning disabilities. Leaders are committed advocates for children with profound and multiple special educational needs and/or disabilities, ensuring children are represented and have a voice. This supports children and families to access sharply focused and specialised provision. The setting's exemplary practice is further evidenced through regular visits from other service managers who attend to observe and learn from the high-quality provision.

Those who make up the highly experienced leadership team maintain meticulous oversight. This enables them to ensure that practice is consistently strong across all areas of provision. Leaders are fully successful in ensuring that strategic decisions are firmly focused on securing the best possible outcomes for children. They ensure that staff understand and

implement the finely honed policies and procedures, resulting in practices and interactions that are consistently of the highest quality. This significantly enhances children's wellbeing and life opportunities.

Leaders ensure that there is a culture of high expectations and professionalism across the staff team. Inductions, professional training and monitoring of staff are sharply focused to drive continuous improvement and ensure that staff deliver the very best level of care. Staff consistently make significant contributions in securing excellence for all children.

Communication with parents is excellent. Staff keep parents fully informed of their child's development. Parents describe the setting as a 'lifeline' and 'life changing'. The dedication and support from leaders and staff have a profound and lasting impact on children and their families.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

Children who attend this setting face significant barriers to their learning and have profound learning and physical disabilities. The opportunities they receive across the setting are life changing. Children show intense excitement as they enter the setting. They develop exceptionally warm, trusting relationships with all staff and show an abundance of love for their key person. Children develop the feeling of security they need to thrive. The exceptionally close work completed with parents and carers ensures children receive fully coordinated care that very precisely reflects their individual needs.

Staff meticulously plan activities with every child's unique needs in mind. They skilfully adapt their care and support to enable children to benefit from the broad and exciting range of experiences on offer. With the expert support and encouragement of the highly trained, highly motivated staff, children achieve beyond expectations, developing tremendous confidence and resilience. Children demonstrate extremely high levels of enthusiasm as they take part in activities such as swimming. Through the amazingly well-delivered sessions, children who were previously anxious of the water develop the confidence and skills to swim, including swimming underwater. Similarly, children gain great benefit from 'outward bound' experiences within the community, including archery. These opportunities enable children to develop new skills and grow in confidence. For example, children with severe physical impairment have received sustained, perfectly tailored support over time to enable them to overcome these barriers and now engage in wall climbing and abseiling activities.

The skills and confidence that children develop through attending the setting lead to notable achievements in other aspects of their lives. For example, children who have built confidence and self-regulation through their experiences at the setting can now carry out tasks such as shopping with their families independently, something they were previously unable to do.

About this inspection

The inspector spoke with leaders, practitioners, parents and 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.

Inspector:
Emily Woodhead

About this setting

Unique reference number (URN): EY377742

Address:
Pioneer School
Ghyllgrove
Basildon
Essex
SS14 2LA

Type: Childcare on non-domestic premises

Registration date: 03/03/2009

Registered person: BOSP Brighter Opportunities for Special People

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday,Saturday : 10:00 - 15:00

Local authority: Essex

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 17 January 2026

Children numbers

Age range of children at the time of inspection

4 to 22

Total number of places

22

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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